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Shakespeare in Spain and Spanish America

THE purpose of this study has been to ascertain how much interest there is and has been in the great English dramatist among the peoples of Spanish speech. There are many things that indicate such an interest,¹ but only a small part of the field can be considered here. I started out merely to investigate the matter of Spanish translations of Shakespeare's works, but the performance of his plays is so closely connected with translation that I have included some consideration of that. Admittedly, there are many and large gaps in my material, but perhaps it may suggest to some other interested person a more thorough study of the field. I expect to do nothing more with it myself.

One of the difficulties one encounters in studying the translations is that of determining which titles are real translations, which are *refundiciones* and which are original Spanish plays with little or nothing of Shakespeare except the title. It is clear that very many are *refundiciones*,² often made from French versions rather than from the English. Furthermore, versions that are called translations have frequently been made from French translations. Some of the versions are parodies, some are *zarzuelas*, some are operettas, and others are difficult to classify. I soon gave up trying to classify them, because, after all, whatever the type, they all indicate an interest in Shakespeare, and that is what I am looking for.

I do not know whether Spaniards have given Shakespeare as much attention as people of other important countries but I am inclined to suspect not. In Spain and other nations of Spanish speech, the people could turn to Lope de Vega, to Tirso de Molina, Calderón, Ruiz de Alarcón, Rojas Zorrilla, and to others for good theatre. Those very names suggest a reason why Spain did not take Shakespeare so enthusiastically as, say, Germany and Russia. Spain had a good and well established national theatre of its own, untainted by the neoclassicism against which most

¹ One of the important items among these is literary references. Alfonso Par, the Catalan Shakespearean scholar, published a study of these in *Shakespeare en la literatura española*, Madrid and Barcelona, 1935, 2 vols. He has listed some 175 authors, periodicals, and groups that refer to or give critical opinion on Shakespeare.

² One should hesitate to criticize them for not taking Shakespeare "in the raw" when there were so many reworkings of Shakespeare's plays in England in the seventeenth century by such writers as D'Avenant, Dryden, Shadwell, and Tate, and when at least one of these still meets approval in 1949. (See *Time*, July 18, 1949, p. 48.)

western countries strongly reacted in the late eighteenth and early nineteenth centuries. That is, Spain did not need Shakespeare to free it from neoclassicism.³

The only way Shakespeare would go to Spain, then, would be on his own merits—and the scant literary culture of the seventeenth and eighteenth centuries in Spain made that difficult. This culture was limited to a France-ward slant, for Spaniards were not able to translate Shakespeare adequately themselves. The French writer Ducis, who supplied them with all the Shakespeare they got before the Romantic period (with the exception of one play),⁴ couldn't either, but that was somehow overlooked for a long time. Be that as it may, Shakespeare reached Spanish audiences dressed in neo-classic meters and, still worse, with his forceful ideas changed into effeminate sentimentalities, as a Spanish critic has expressed it.⁵ Nevertheless, there was enough of Shakespeare in these *refundiciones* to interest the spectators—at least in the course of time.

There is a record of a copy of Shakespeare's reaching Spain in 1742 (probably the Theobald edition of 1733 or the reprint of 1740), of which the censor wrote, "The Censor has nothing to note except the suspicion that Shakespeare was a heretic, because it is said in his life that he was born in Stratford, one of the English provinces infected with heresy."⁶

The first Shakespeare play produced in Madrid was *Hamlet*, in 1772—or perhaps one should say the first Ducis play, for Ramón de la Cruz's version had more of the Frenchman in it than it had of Shakespeare. There were five performances of this play in Madrid that year, but it quickly dropped from the repertory, never reaching Barcelona, it seems. The manuscript was preserved, however, and finally published as a literary curiosity. Some years after this, Leandro Fernández de Moratín made a translation of *Hamlet* while in England, which was published in 1798. Moratín translated Shakespeare instead of Ducis, and that may be a reason his play was never staged, for fidelity to Shakespeare seems to be one of the characteristics that his plays staged in Spain do not have. Another reason, however, seems to be that after the *fracaso* of Cruz's *Hamlet* in 1772, no one thought of putting Shakespeare on the Spanish stage again for another thirty years.

From 1802 up through 1900, there were at least 1081 performances of Shakespeare adaptations in Madrid and Barcelona.⁶ There is no way of determining how many performances were given in the provincial towns

³ See article on "Shakespeare" (unsigned) in the *Enciclopedia Universal Ilustrada*, Madrid, Espasa-Calpe, vol. 55, which comes up to about 1924 (copyright, 1927).

⁴ M. García Suelto made a version of *Romeo and Juliet* from LeTourneur's French translation but he did no better with it than those who used Ducis.

⁵ Par, *Shakespeare*, I, 62. See note (1) above. It hardly seems possible that this is the first time Shakespeare went to Spain, but that seems to be the implication of Par's statement.

⁶ Par, Alfonso, *Representaciones Shakespearianas en España*, Madrid and Barcelona, 1936, 2 vols.

and cities, but there are many references to the popularity of some of his plays all over the peninsula. Certainly Spaniards of all classes have always been extraordinarily fond of the theatre. Performances of *Othello* in Valencia in 1846, of *Richard III* in Granada in 1850, of *Othello* in Badalona in 1853, and of *Much Ado About Nothing* in Seville in 1892 that I have seen reference to are a mere drop in the bucket of such performances.

Performances in Spanish America have been few as far as my specific information goes. *Hamlet* was given in Mexico in 1868, and last summer (1948) there was a season of foreign drama in the capital, given by the Theatre Department of the National Institute of Fine Arts, that included *A Midsummer Night's Dream*. After that season closed it was followed by a series of plays dedicated to children and this Shakespeare play was one of those used. In 1949 this same group gave another season of "*teatro universal*" which included Shakespeare's *Romeo and Juliet*. The beginning of a run of Sir Laurance Olivier's film version of *Hamlet* in May, 1949, seemed important enough to the Mexican newsweekly *Tiempo* to be written up.⁷ That these are the only performances of Shakespeare in Spanish America that I know of means almost exactly nothing, for there have probably been many. There was a "Wallack Company of South America" giving performances of Shakespeare in Spain in the 1850's, and there is no reason to suppose that it did not do so in Spanish America as well. Moreover, Martínez Sierra's company may very well have given performances of his *refundiciones* of Shakespeare when it was touring America in the 1920's. Another point in this connection is taken up in the next paragraph.

It is somewhat surprising that of the 1081 performances in Spain that Par lists, 126 were given in Italian and eight in French. It is not surprising, of course, that there were twenty-three performances in Catalan in Barcelona after 1879, starting with the Catalan literary renaissance. It seems probable that there may have been Italian performances in Spanish America also—perhaps many of them, because of the large Italian population in parts of it—for P. Henríquez Ureña tells us that Italian actors made frequent visits there after about 1870, and he mentions some of the same names that gave Shakespeare performances in Spain.⁸

To see what the trend was in the nineteenth century, let us notice the distribution of the 1081 performances mentioned above. There were 170 up to 1833 (32 years), 168 between 1833 and 1857 (23 years), and 743 from 1857 to 1900 inclusive (44 years). In the first, or Galloclassic, period, only four of Shakespeare's plays were presented to Spaniards: *Hamlet*, *Othello*,

⁷ *Tiempo* (called *Hispanoamericano* in the United States and Puerto Rico), Mexico, D. F., May 7, 1948; June 4, 1948; July 9, 1948; and June 3, 1949.

⁸ P. Henríquez Ureña, *Historia de la cultura en la América Hispánica*, Mexico, Fondo de Cultura Económica, 1947.

Macbeth, and *Romeo and Juliet*. Three were added to the list in the Romantic period: *King John*, *A Midsummer Night's Dream*, and *Richard III*.⁹ Six more were presented in the last period, making a total of thirteen plays performed on the stages of Madrid and Barcelona in the nineteenth century. The last six were: *Merchant of Venice*, *King Lear*, *Antony and Cleopatra*, *Taming of the Shrew*, *Twelfth Night*, and *Coriolanus*. No play introduced in one period was dropped in a later period, that, is for example, the first four presented were played throughout the century.

No information has been available to me on the period from 1901 to 1940, but in the latter year, the Teatro Nacional was taken over by the Franco Government from the "Madrid Corporation," which had been leasing this playhouse to private management on the best terms available, with the sole purpose of making money.¹⁰ Under the new arrangement, profits do not enter into the running of the theatre; the management is charged with one single duty—that of putting on artistic plays with the definite purpose of raising the taste of Spanish theatre goers. The management has sought to do this by producing the best plays of the Spanish Golden Age and great plays by foreign dramatists, such as Sophocles, Goethe, Schiller, Hugo, and Shakespeare. I do not know what has been done since 1947, but up to April of that year six Shakespearean plays had been staged in that theatre. That is, they were putting on a Shakespeare play every season. I have been unable to learn how many performances have been given, but the names of the plays presented are: *Othello*, *Richard III*, *Romeo and Juliet*, *Macbeth*, *A Midsummer Night's Dream*, and *Merchant of Venice*.

There is a queer comedy skit called *Shakespeare enamorado*, translated from a French original, that was quite popular in the nineteenth century. It had little of Shakespeare in it, but Par says it had "wide influence on Shakespeare's fortunes in Spain, though it is strange that the silly, anachronistic plot should have had so many performances."⁶ No fewer than thirty-seven performances were given in Madrid and Barcelona alone. There were three performances of it in the original French in Barcelona in 1810, before it was translated into Spanish.

In 1853 another French play, based on a French novel, was translated into Spanish with the title of *William Shakespeare*. This went through several performances in the capital, but seems not to have reached Barcelona until 1866, when an Italian version was the first to be presented there. An Italian *operetta buffa* called ¡*Shakespeare!* had a run in Barcelona in 1900. This does not appear to have had any connection with the French play used for *William Shakespeare*.

⁹ There were really four different plays current in this period, but two of them were based on *Richard III*. The second was called *Los hijos de Eduardo*, literally translated from the French play by Delavigne.

¹⁰ *Spanish Cultural Index*, Madrid, Supplement to No. 15, April 1, 1947.

Although these skits do indicate a certain interest in Shakespeare, they are obviously not Shakespeare, and I have not included them in my figures of Shakespeare performances.

Considering translations as such, one finds that there were very few before 1868. Except for Moratín's *Hamlet* in 1798 and Villalta's *Macbeth* in 1838, all versions, whatever their source, were prepared for the stage—not for the purpose of presenting Shakespeare. That is, Shakespeare had something they wanted, but they did not want all he had. As late as 1947, a Spanish commentator said that nothing but free, very free, adaptations of Shakespeare have ever been seen on the Spanish stage. After all, he says, Shakespeare's theatre is extraordinarily hard to put on, and anyway, "To see Shakespeare, or to read Shakespeare?—that's the question."¹¹ Even after 1868, many of the versions which were meant to present Shakespeare were taken from French translations rather than directly from the original.

As to the present situation, Spaniards who wish to read Shakespeare have a fair opportunity to get him in their own language. There is a handsome, limp-leather edition of his "complete" works in one volume on Bible paper, published by the Madrid house of Aguilar. This firm also offers *Hamlet* and *Macbeth* in its "Crisol" collection—small, handy, leather-bound volumes, well printed on Bible paper. I do not know what translations were used in these collections. The "Biblioteca de Bolsillo," sponsored by Insula, of Madrid, has recently offered a volume of four tragedies: *Romeo and Juliet*, *Hamlet*, *King Lear*, and *Macbeth*.

The Espasa-Calpe company, operating in Buenos Aires and Mexico City since the Spanish civil war, is publishing a complete translation in its "Austral" collection. According to the most recent list I have seen, eighteen of the plays and some of the poems have already been issued in twelve volumes. This translation is, I believe, by Luis Astrana Marín. This company also publishes a cheaper "Colección Universal" which contains some Shakespeare, but I have been unable to determine how many volumes there are, or what plays are included. The Losada company in Buenos Aires puts out a volume of Shakespeare in its *Cien Obras Maestras* series—a satisfactory cloth-bound library—containing *Othello*, *Romeo and Juliet*, and *Hamlet* ("all three versions"). The same plays are also issued in a cheaper edition. Estrada, also of Buenos Aires, is publishing *Henry IV* in a new collection.

There have been other volumes of translations in considerable number, most of which are probably no longer readily available, unless it be in libraries. In 1881 Marcelino Menéndez y Pelayo began a complete translation. He did four plays—not very well—and gave up the project. For Catalan readers, there is a volume containing fifteen plays done by thirteen translators.³

¹¹ In *o. i. e.*, Madrid, No. 24, Dec. 1947.

Taking account of all the translations or *refundiciones* of plays that I have found reference to, I find 128 Spanish versions of twenty-six plays—not including those in “complete” collections which do not list plays included—and thirty Catalan versions of twenty plays.

Considering translations only, *Hamlet* seems to be the most popular, with twenty-one translations. *Romeo and Juliet*, *Macbeth*, and *Othello* come next, in that order. Far down the list are *Merchant of Venice* and *Taming of the Shrew*, followed by *King Lear* and *Antony and Cleopatra*.

Considering the performances given in Madrid and Barcelona in the nineteenth century, the *Taming of the Shrew* leads all, with 329 performances. *Othello* comes next with 261. *Hamlet*, *Richard III*, and *Romeo and Juliet*, in that order, have had 109, 106, and 100 performances. Thirteen of the plays have been staged in Spain in some form or other.

The first Shakespeare success in Spain was *Othello*, and it was unquestionably the favorite in the Galloclassic period. *Romeo and Juliet* was accepted then, but *Hamlet* and *Macbeth* were failures. In the Romantic period interest shifted to *Richard III*, which became the emblem of Spain's Romantic interpretation of Shakespeare. The *Taming of the Shrew* was not discovered until the realistic period came in, but it soon made up for lost time. *Hamlet* and *Othello* also did well in the last period of the century.

The evidence at hand is fragmentary, to be sure, but it seems that Shakespeare has been well enough received in the Spanish-speaking world. More than a thousand performances of works by him and many about him in the theatres of only two cities in Spain in the nineteenth century, long periods of which were troubled by wars and internal dissension; current interest in the staging of his plays both in Spain and in Spanish America; and the availability in increasing numbers of translations of his works, all indicate a continuing interest that should keep English-speaking people from feeling that Shakespeare has been slighted by those who speak the language of his great contemporary, Cervantes. After all, we should not expect too much of those of other lands. How do we implement our own homage to him? In July, 1948, we saw a lament in the Associated Press news dispatches that his plays were losing money at the rate of some \$1500 a month in the Memorial Theatre in his own home town, and right here among us, if Critic Whicher is right, the “capacity to read him in the original seems to be diminishing with the spread of education.”¹²

THOMAS A. FITZGERALD

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¹² New York Herald-Tribune *Weekly Book Review*, Dec. 15, 1946, p. 10.

An Experiment in Teaching French by the Oral-Cultural Approach Method

DUE to the fact that the traditional grammar-translation method and the reading method were considered as methods which gave a passive knowledge of a foreign tongue but not an active knowledge in the sense of understanding the spoken language nor of reproducing it satisfactorily, an experiment was conducted in two of the units of the University System of Georgia. The experiment was an endeavor to attain the usual objectives of elementary and intermediate French classes plus a better knowledge and use of current French.

All the usual objections and difficulties were encountered: the lack of unity in the preparation of the students, differentiation in the training, background and methods of the instructors, difference in the amount of language study required by the various colleges and schools in the university system, the fear of the spoken language, the inability of the student to recognize simple grammatical constructions in English because of improper or inadequate training prior to enrollment in foreign language courses and lack of physical equipment, such as visual and mechanical aids, sound proof rooms, etc. In addition to these difficulties there was encountered the general apathy of students who come from a section of the nation which is, in general, of homogeneous racial structure. A person who knows and uses a language other than English is not only an exception but is almost unique. Consequently, the average student sees no practical use of the language and fails to realize the value and possibilities of an active knowledge of French, Spanish, German or any other of the modern foreign languages.

METHOD

The system introduced was that of hearing the spoken language, then repeating it time and time again. Later the same phrases were read aloud and connected conversation and discourse were practiced from *phrases-types*. Phonetics were introduced early for assistance in the correct pronunciation of words, word groups, stress groups and sentences. This method was followed closely for the first two quarters, or roughly the equivalent of two years in preparatory school. Words were not taught as such but in sentence constructions of the most common frequency. The vocabulary was taken from French pattern sentences of the past eight or ten years. The language was taught horizontally, the way it is used—not vertically. A long list of verbs and nouns which are learned separately and not in

context is useless to the student as far as practical results are concerned. Grammar was taught as a helping hand to the expression of the thought. It was not presented as the main course of the meal or as a *sine qua non* for the acquisition of an adequate knowledge of the language.

None of the standard texts was used in the teaching of the first two courses, with the exception of readers which were introduced at the end of the sixth week. The subject matter to be rehearsed, repeated, learned, was on mimeographed material, each lesson being divided into a unit of three days, each day having sufficient *devoirs* for outside preparation. In Institution A phonograph records were used for assistance in pronunciation and comprehension, e.g., the *Holt Spoken Language Series* and the records of Pierre Delattre (Henry Holt and the French Summer School, Middlebury, Vt.) In Institution B the Holt series was used as well as separate drill periods under the supervision of native French student assistants.

In the third quarter of study, standard grammar and reading texts were used, e.g. Bovée-Carnahan, *New French Review Grammar*, (Heath & Co.), plus a play and a collection of short stories. This reversion to the traditional method was deemed necessary because of the large number of students entering college with two units of French. These students were from preparatory and secondary schools whose methods of teaching French were extremely varied. Short frequent drills of phonetics and *phrases-types* plus weekly or semi-weekly use of cultural material were the only variations from the traditional methods in this course.

During the fourth quarter the grammar was reduced to a review of the subjunctive and the use of the relative pronouns. A sound reading program based upon the latter half of the Nineteenth Century and the first forty years of the Twentieth Century was the main course content, with stress laid upon interpreting and summarizing the material, answering questions and *explication de texte*. The texts used were the Yale French Department's *Contes Modernes* (Harper) and Pargment's *Trente-trois Contes et Nouvelles* (Holt).

TESTING

The value of the oral drill and the increase in comprehension was obvious. However, no valid means were available for testing the oral development or achievement of students who had been studying under more than fifteen different instructors at two separate institutions. It was felt necessary, nevertheless, to test the students of both units in some standard fashion in order to learn whether or not they were losing proficiency in reading, vocabulary and grammar when compared with students of the secondary schools and colleges who were exposed to the traditional methods of teaching.

The tests were administered by the members of the Testing Department during the last week of each quarter. These tests were not administered

by the regular instructor. They were graded mechanically at a central point and the results, by classes and by individuals, were given to the instructors.

In Institution A, during the course of the 1948-1949 school year, the individual instructor was permitted to use the results of the tests as he saw fit. He was not required to include the results of the tests in the computation of the final grade of the student. During the 1949-1950 school year the instructors were directed to count the results of the tests as at least twenty per cent of the final grade.

For this standardized testing the Cooperative Tests, revised series, of the American Council on Education were used. These were given at the end of each quarter to all students of French. Inasmuch as one quarter in the university was considered to be the equal of one year of study in secondary school, it was necessary to use standards which would bear up under close scrutiny for validity. There were available norms and means established by two thousand pupils of Southern secondary schools at the end of two, four, six and eight semesters, respectively. The college student who had completed two quarters was judged according to the achievements of the secondary school student at the end of four semesters, or 18 months, etc.

STAFF

Inasmuch as both institutions are part of the State University System only citizens of the United States could be employed as full-time faculty members. This limited the teaching staff to native-born Americans of varying linguistic training and background, some of whom had had additional training abroad and others whose education had been limited to that received in American universities. Four members of the two staffs engaged in this experiment were Doctors of Philosophy, one a *Docteur d'Université* and one other had received a *Certificat d'Études*. The rest were Masters of Arts. Seventy-five per cent of the staff members so engaged had received part of their education in France.

LENGTH OF STUDY

The college classes met five times a week for ten weeks, fifty minutes per class meeting, during the day, or three times per week for eleven weeks, seventy-five minutes per class meeting, at night. The secondary school students against whose norms the college students were judged had studied the language thirty-two weeks, five times a week, fifty to seventy-five minutes per class meeting. Consequently a student of French IV in high school had been exposed to the study of the language for a period of five hundred thirty-three (533) to eight hundred (800) hours, whereas the college student, at the end of French 104, had undergone only about one hundred sixty-seven (167) hours of instruction, a matter of twenty-one (21) per

cent to thirty-one (31) per cent of the time required for the secondary school student.

RESULTS

Institution A						Institution B					
Quarter	No. of Stu- dents	Read- ing	Vocabu- lary	Gram- mar	Total	Quarter	No. of Stu- dents	Read- ing	Vocabu- lary	Gram- mar	Total
French 101											
Dec. 1948	86	33.3	43.3	43.4	39.7	Dec. 1947	230	24.9	39.9	43.2	34.5
Mar. 1949*	61	26.9	42.9	36.2	33.7	Mar. 1948	120	29.1	39.8	42.5	35.7
May 1949	Spec. tests—not on same basis					May 1948	66	30.4	39.6	42.2	36.0
Dec. 1949	58	35.3	45.9	43.7	40.6	Dec. 1948	192	30.8	43.7	41.9	37.5
Mar. 1950	40	32.3	47.2	39.4	38.5	Mar. 1949	54	32.7	44.9	45.2	40.2
May 1950	26	30.3	41.2	39.1	35.5	May 1949	25	37.3	45.8	42.3	40.9
Southern HS	2000	37.6	40.2	40.3	38.3						
French 102											
Mar. 1949	60	47.3	63.2	54.5	59.2	Mar. 1948	146	42.7	53.3	57.3	51.2
May 1949*	41	41.9	56.4	47.7	48.5	May 1948	102	47.1	53.5	55.6	52.2
Dec. 1949	17	52.6	63.1	56.9	58.9	Dec. 1948	48	45.9	55.1	53.8	52.7
Mar. 1950	46	50.1	59.6	54.5	55.3	Mar. 1949	143	47.8	54.9	53.8	52.7
May 1950	25	47.4	57.4	48.4	51.0	May 1949	40	50.5	58.2	53.2	55.2
Southern HS	2000	48.1	51.6	49.3							
French 103											
May 1949	22	69.7	72.3	62.3	69.7	May 1948	100	56.6	61.9	62.8	61.5
Dec. 1949	24	59.3	67.3	55.7	61.9	Dec. 1948	88	56.2	63.4	60.1	60.9
Mar. 1950	11	63.6	65.8	64.5	66.2	Mar. 1949	32	53.8	61.1	54.8	58.4
May 1950	27	58.3	62.0	55.1	59.3	May 1949	91	55.2	61.3	60.4	59.8
Southern HS	2000	58.8	60.1	57.9	60.2						
French 104											
Dec. 1949	8	79.0	78.1	67.9	78.1	June 1948	29	57.0	63.1	62.4	62.0
Mar. 1950	13	81.5	77.8	68.9	78.7	Dec. 1948	48	61.8	66.4	63.4	65.3
May 1950	11	84.4	83.2	72.0	83.0	Mar. 1949	76	63.6	67.3	65.2	66.2
Southern HS	2000	67.6	68.6	65.1	69.3	May 1949	25	62.5	67.5	64.8	66.4

* These classes were handled by the traditional method with a minimum of phonetic drill.

SUMMARY

From the above tables it may be clearly seen that there was no corresponding loss in efficiency or achievement when compared with the norms of average secondary school students in reading, vocabulary or grammar. In fact, in most cases, particularly in the smaller classes, the means of the college groups were substantially higher than those of the high schools. In addition to these achievements the college group attained moderate proficiency in the comprehension and expression of the spoken tongue. The comparison was made by similar quarters in the teaching of the language, not chronologically, due to the fact that Institution B began the experiment a year before Institution A.

ANALYSIS

At Institution A a more detailed analysis was made, the results of which are listed below:

	No. Students	Reading	Vocabulary	Grammar	Total
<i>French 101</i>					
<i>Dec. 1948</i>					
Instructor 1	23	36.5	44.8	44.2	40.9
Instructor 2	33	29.0	41.4	42.9	37.9
Instructor 4	21	38.7	46.4	44.9	42.5
Instructor 5	<u>9</u>	31.9	42.6	40.9	37.3
Total	86	33.3	43.3	43.4	39.7—one quarter
Southern HS	2000	37.6	40.2	40.3	38.3—one year
<i>French 101</i>					
<i>March, 1949</i>					
Instructor 3*	28	25.5	42.4	35.3	32.7
Instructor 3*	<u>33</u>	28.0	43.3	36.9	34.6
Total	61	26.9	42.9	36.2	33.7
<i>French 102</i>					
Instructor 1	16	59.1	64.6	56.4	61.1
Instructor 2	9	41.33	57.6	53.33	54.4
Instructor 2	19	55.5	63.5	50.6	57.8
Instructor 4	<u>16</u>	59.3	64.5	58.1	61.7
Total	60	47.3	63.2	54.6	59.2—two quarters
Southern HS	2000	48.1	51.6	49.3	49.6—two years
<i>French 101: Special Test</i>					
<i>French 102</i>					
<i>May, 1949</i>					
Instructor 3*	41	41.98	56.4	47.7	48.6
<i>French 103</i>					
Instructor 1	16	68.3	69.2	61.4	67.6
Instructor 2	<u>6</u>	73.3	80.7	64.7	75.3
Total	22	69.7	72.3	62.3	69.7—three quarters
Southern HS	2000	58.8	60.1	57.9	60.2—three years
<i>French 101</i>					
<i>Aug., 1949</i>					
Instructor 1†	7	29.1	36.3	44.0	47.6
Instructor 5	<u>13</u>	37.5	46.5	41.4	41.5
Total	20	34.6	42.95	42.3	43.6

* These classes were handled by the traditional grammar-translation method with a minimum of phonetic drill.

† In this small class one exceptionally high grade raised the total.

	No. Students	Reading	Vocabulary	Grammar	Total
<i>French 102</i>					
Instructor 1	10	56.7	70.4	56.9	62.3
Instructor 2	7	59.3	67.7	62.4	64.6
Total	17	57.8	69.3	59.3	63.2
<i>French 103</i>					
Instructor 2	14	57.1	64.4	59.2	61.2
<i>French 101</i>					
<i>December, 1949</i>					
Instructor 1	5	42.4	50.4	49.0	45.4
Instructor 2	23	36.6	48.3	45.7	43.0
Instructor 3	30*	33.2	43.2	41.3	38.1
Total	58	35.3	45.9	43.7	40.6—one quarter
Southern HS	2000	37.6	40.2	40.3	38.3—one year
<i>French 102</i>					
Instructor 1	9	55.9	64.3	60.0	61.0
Instructor 5	8	49.0	61.8	53.5	55.8
Total	17	52.6	63.1	56.9	58.5—two quarters
Southern HS	2000	48.1	51.6	49.3	49.3—two years
<i>French 103</i>					
Instructor 2	6	64.8	72.2	59.8	67.5
Instructor 3†	18	57.4	65.6	54.3	60.0
Total	24	59.3	67.3	55.7	61.9—three quarters
Southern HS	2000	58.8	60.1	57.9	60.2—three years
<i>French 104</i>					
Instructor 1§	8	79.0	78.1	67.9	78.1—four quarters
Southern HS	2000	67.6	68.6	65.1	69.3—four years
<i>French 101</i>					
<i>March, 1950</i>					
Instructor 2	17	34.4	46.8	41.7	39.9
Instructor 3*	23	30.8	47.5	37.7	37.4
Total	40	32.3	47.2	39.4	38.5
<i>French 102</i>					
Instructor 2	21	49.7	60.3	56.0	56.0
Instructor 3*	25	50.4	59.0	53.2	54.7
Total	46	50.1	59.6	54.5	55.3
<i>French 103</i>					
Instructor 1	11	63.6	65.8	64.5	66.2

† The majority of these students did not have their preparatory work under the oral-cultural approach method.

§ This is the first class to have had all its work under the oral-cultural approach method.

	No. Students	Reading	Vocabulary	Grammar	Total
<i>French 104</i>					
Instructor 1	13	81.5	77.8	68.9	78.7
<i>French 101</i>					
<i>May, 1950</i>					
Instructor 1	13	38.3	46.0	42.4	41.5
Instructor 3*	13	22.2	36.3	35.8	29.5
Total	26	30.3	41.2	39.1	35.5
<i>French 102</i>					
Instructor 2	8	49.6	53.9	51.8	52.0
Instructor 3*	17	46.3	59.0	46.8	50.6
Total	25	47.4	57.4	48.4	51.0
<i>French 103</i>					
Instructor 2	11	63.6	66.8	60.2	64.7
Instructor 3*	16	54.6	58.8	51.6	55.6
Total	27	58.3	62.0	55.1	59.3
<i>French 104</i>					
Instructor 1	11	84.4	83.2	72.0	83.0

SUMMARY

The figures in the columns listed above are the mean of the standard scores. From them we see that the college classes have approximately the same level of attainment at the end of their first three months as do the high school students at the end of one school year, with the exception of reading. During the second course the college students subjected to the oral-cultural approach method show marked superiority over those from the secondary schools. The third course gave results which show a slight superiority over those from secondary schools, this decrease in the margin of superiority being explained partially by the fact that many of the students of French 103 had entered college with two units of French from high school. However, in the classes of French 104 which had the advantage of being prepared through the medium of the mimeographed material of the oral-cultural approach method as well as by frequent and constant repetition of modern, vernacular French, the results show an amazing superiority over the students from preparatory schools who had been studying the language for four school years. Where the mean of the scaled scores for the secondary school students was 69.3, the three college classes attained means of 78.1, 78.7 and 83.0, respectively.

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Foreign Languages and Job Opportunities

A statistical analysis of the job offerings in the Help Wanted columns of the Sunday edition of The New York Times, October 1, 8, 15, 22, 29, 1950 and February 25, 1951.

MORE and more educators are re-evaluating college curricula with two objectives in view: to maintain the liberal arts tradition and at the same time to give the students skills that can be used in earning a living. Increasingly mindful of the vocational inlay which they feel must be added they look around for something they can discard and of course they invariably choose language as their whipping boy. The following excuses are those generally given to justify the dropping of required language study.

1. Languages are badly taught in the United States.
2. Languages are a difficult subject and students who receive poor grades become discouraged and frustrated.
3. The returns are not worth the time, effort and money spent on the teaching and learning of languages.
4. Languages should be taught only to the gifted few.
5. The cultural advantages which are said to be gained from the study of a foreign literature can be gained through the reading of great books in translation.
6. Americans do not need to learn foreign languages—everybody should be obliged to learn English.
7. Americans never have any opportunity to use foreign languages.
8. Foreign languages have no dollar and cents value because they are of little or no vocational use.

It is not our intention here to refute the first six arguments. As the French say "*quand on veut tuer son chien on dit qu'il est enragé.*" Suffice it to say that the arguments used against the value of language study can, with a few modifications, be just as well used against the learning of nearly all the so-called academic subjects.

Since to-day a liberal arts education is considered a luxury to be reserved only for those who can afford it, it is doubtless idle to argue about the cultural values to be derived from language study and to point out that the chief reason for studying a foreign language should be to possess a precious key with which to open the door to a new world of ideas and aesthetic experiences. To argue that only by knowing well at least one

foreign culture can one really understand and appreciate one's own sounds a bit trite to the "information-please minded" and the "job conscious."

Fortunately many educators, though they may at times deny the cultural value of foreign language study for the masses, agree that in many fields languages are a valuable tool. The graduate schools still require a reading knowledge of one or more modern languages and anyone who reads the house organs of many industrial concerns will discover that industry too is keenly aware of the need for knowing foreign languages. This is of course especially true in all fields of scientific research. Language teachers, who rightfully resent being relegated to the rank of Sprachmeister when they have so much more to offer the students, tend to be a bit scornful of those who see in language nothing but a tool. They should, however, be grateful to them for they at least do not deny that languages have a value even in this atomic age.

Despite claims to the contrary I believe that languages have a very real vocational value. Many articles and guidance pamphlets point out job opportunities in the language field. The best of these are in teaching, in research, in library work, in government service. These jobs are relatively few and open only to the specialist. Citing their existence doesn't help the cause of languages because I know of no administration which is against the study of languages for those who wish to specialize in the field. In their enthusiasm for their subject and their eagerness to sell languages some language teachers actually sell languages short when for example they tell an administrator that all students need languages because the U. N. has its headquarters in New York. The administrator, alas, is only too often aware of the fact that few if any of the high salaried linguists at the U. N. are American born. On the other hand there are some language teachers who are themselves convinced that there are few vocational opportunities in their field.

In reality it is a mistake to think of languages as being useful only in a few limited fields. The vocational importance of languages lies precisely in the fact that they fit so well into so many fields where they are often a very real and valuable asset. The specialist in French or German or Spanish will of course generally aim for a chance to use his specialty in teaching, in scholarly research or in government service. Many language majors should be aware, however, that their training makes them easily adaptable to other fields. It is even more important for the non-specialist to realize that there are many jobs in which he can put his linguistic training to good and profitable use. A major in Spanish will not get a job as a mining engineer in South America but a mining engineer will be more highly paid if he speaks Spanish. In other words he must be first an engineer and second a fluent linguist. \$5,000 are offered for an auditor, but this is increased to \$8,000 when he is able to speak fluent Spanish or Portuguese or both. A

district sales supervisor gets the \$6,000 job and a chance for advancement because in addition to his training and experience in his field he has a knowledge of French. An executive secretary is hired primarily because of her executive ability, her intelligence and her personality, but she can ask for and get five or ten dollars more a week if in addition she can qualify for the job that calls for a speaking knowledge of French or German or Italian or Spanish and if she is capable of handling correspondence in the foreign language. Even the typist who in addition to knowing typing, or the clerk who in addition to understanding office routine, also knows some French or German, or Italian or Spanish can expect a better salary than the one who does not have that extra qualification for the job.

Curiosity as to whether, despite many individual examples to the contrary, it is perhaps true that languages have little or no vocational use led me to scan the want ad columns of the Help Wanted section of the Sunday editions of *The New York Times*. I knew in advance that I would find there no good jobs for teachers, for government service or for high paid executives because such jobs are generally obtained through university placement offices, through specialized agencies and through personal contacts. What I did find more than ever strengthened my conviction that studying foreign languages is definitely not a waste of time for American students. During the month of October 581 job offerings in varied fields specifically called for some knowledge of one or more foreign languages. Curiously enough only two of the ads asked for a native and one of these was for a messenger. Many ads did, however, stress "good English" and the two or three times that bi-linguists were specified the qualification "U. S. educated" was added.

Although the statistics for October seemed interesting I decided to come to no quick conclusions. When on Sunday, February 25, I repeated my survey and discovered that in order to qualify for 123 jobs a knowledge of a foreign language was a must, I became convinced that the following statistics should be of interest not only to every teacher of languages but also to administrators, parents and students.

Total number of job offerings requiring some knowledge of a foreign language

October 1, 1950	149 jobs
October 8, 1950	130 jobs
October 15, 1950	98 jobs
October 22, 1950	102 jobs
October 29, 1950	102 jobs
February 25, 1951	123 jobs
Total	608 jobs

Not included in the above totals were 105 offerings for overseas or foreign jobs. 77 of these called for a complete staff of radio station experts

with a knowledge of German for work in Germany and included all ranks from clerks to radio engineers with salaries from \$2,800 to \$9,000. Two ads asked for Spanish speaking registered nurses, several for engineers with a knowledge of French or Portuguese or Spanish, one for an auto service manager for South America with a salary of \$8,400 and one a retail store manager for Porto Rico. The other offerings were mostly for sales trainees and secretaries. The total number of job offerings which required a knowledge of one or more foreign languages was therefore 608 for New York and 106 for overseas making a grand total of 714 or an average of well over 100 jobs each Sunday. It should be noted that whenever an ad read stenographers or secretaries only one job was listed for each ad in compiling the above and the following statistics.

What is striking in the above figures is their consistency. It is clear that there is a steady and regular demand for men and women with some knowledge of foreign languages. The table below shows that various degrees of language proficiency are asked for ranging from "some knowledge" to "bi-lingual."

Qualifications

	<i>Men</i>	<i>Women</i>	<i>Total</i>
1. Unspecified	17	40	57
2. Knowledge helpful	7	21	28
3. Knowledge	35	108	143
4. Speak	10	21	31
5. Fluent	13	73	86
6. Translation	16	72	88
7. Dictation in the foreign language	25	127	164
8. Bi-lingual	3	5	8
9. Native	2	1	3

A few sample ads will help to clarify the above figures.

AUDITOR, travel Central & Sou Amer. fluent Spanish & Portuguese, know cost accounting—\$7,500

SALES SUPVSR: hvy exp tech corres, chem field, fluent Spanish—to \$4,800

OFFICE MANAGER, experienced correspondent required by American branch of important European glassware factory. Knowledge French desirable. State experience, age, salary.

SECY, SPK. FRENCH—\$70

SECY, dictation Eng. translate Span—\$60.

GERMAN-ENGLISH Secty, dntn, 5d—\$60

TOP Account Executive, exp. Pharmaceutical, knowledge Spanish—to \$12,000

SECTY—Knowledge Italian & English stenography and typing—\$60 start. State education, exp.

SECY to Pres; know French-German. High

SECY-Steno: French English Dictation, German Translation—\$60

ASST MANAGER, must know Spanish, selling ladies intimate apparel, experience preferred; intelligent, good appearance, opportunity.

CLERK, Traffic expr, knl typg-Span—\$45

The following table shows which languages are most in demand when

only one language is specified. Some seventy offerings ask for a combination of one or more languages.

Number of languages asked for and number of jobs

<i>Language</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
French	8	56	64
German	6	35	41
Italian	1	35	36
Portuguese	4	3	7
Spanish	125	234	359
Combined ¹	25	49	74
Miscellaneous ²	6	21	27
	175	433	608

As was to be expected, because of the nature of many of the job offerings in a large foreign trade center such as New York, Spanish is far ahead of all the other languages. French is in second place with German third, followed very closely by Italian. There are few askings for Portuguese except in combination with another language.

The final table shows the various types of job offerings. For the sake of simplification and condensation jobs of a similar nature have been grouped under one category. Had this not been done there would be fifty or more separate listings. It will of course be noted at once that the heaviest concentration is in the secretarial field.

The highest paid jobs listed above offer \$12,000 to a top pharmaceutical account executive, to a sales manager and to another account executive.

¹ Often two or more languages are specified and the ad may read either French & Spanish or French or Spanish. In either case the job is listed above under the heading *combined* and counted as one offering. Sometimes three languages are mentioned as in the following: ADVERTISING Asst, export mfg exp, fluent Fren., Span or Italian . . . \$6-\$7,500; EXPORT MANAGER ASST, some knowledge export industrial raw materials, fluent Spanish, some French & German. Give full details. Here again each ad has been counted as one job and listed under *combined*. In all cases of combined languages the only languages asked for are two or more of the five listed separately, that is, French, German, Italian, Portuguese or Spanish. When French is the first mentioned language then French and German are the most common combination followed by French and Spanish. When Spanish is the first mentioned language then Spanish and Portuguese are the most often asked for combination for men whereas Spanish and French are more common for women. When German is the first language it is combined first with Spanish and second with French.

² Under miscellaneous have been listed the following: For men, Yiddish 1; for women, Danish 2, Swedish 2, Yiddish 4 and one each of the following all of which appeared in one ad which in this one case was counted as ten separate offerings because of its peculiar nature: Baltic, Bulgarian, Burmese, Chinese, Dutch, Indian, Japanese, Korean, Polish, Scandinavian. The request here was for translators having an excellent knowledge of English. Also listed under miscellaneous are eight which ask only for knowledge of foreign languages as for example the following: CHEMISTRY grad, library exp, speak 2 foreign languages, \$300 up. Five of such offerings were for men, three for women.

Types of Jobs

	<i>French</i> m w		<i>German</i> m w		<i>Italian</i> m w		<i>Portu- guese</i> m w		<i>Spanish</i> m w		<i>Combi- nation</i> m w		<i>Miscel- laneous</i> m w	
Advertising			1						4				1	1
Accountants									6					
Auditors							2		22		9			
Airline hostess												1		
Alter. hand												1		
Buyer raw mater.									1					
Bookkeepers			1		2				1	3				
Clerks	1	3	1		1				26	10	1		2	
Chauffeur									1					
Credit manager									2					
Dictaph. oper.										8				
Draftsman	1													
Editorial			1	1									1	
Exec. trainee									1					
Export manager									11		5	1	2	
Fgn correspon't	1						1		1	1	1			
Hotel									2					
Investigator													1	
Interpreter									1	1				
Lingerie str mgr										1				
Messenger									2					
Office manager	1								1		1			
Produc. manager.									1				1	
Pharmacist					1				1					
Receptionist		1								3	2			
Sales manager	1								6					
Selling									1	2			1	
Secretary, exec.		3								6				
Secretary	2	27	1	15	17				5	102	4	14	1	
Sec'try-stenog.		2		1					1	8		12	4	
Social worker										1			1	
Stenographer	13		14		14		3		11	69	1	9		
Teacher	3		1						1	1	2	1	1	
Traffic mgr.			1						3	1				
Translator			1	1			1		2	9	2	7	10	
Typist	3		1		1				9	7				
Young man travel									2					

The next best offer is for \$8,000 for an advertising accountant and several auditors. The next best are \$7,000 and \$6,000 for export managers. All of these jobs are for men. The lowest offer is \$32 a week for a clerk. Quite naturally most of the jobs for women are in the secretarial field where the salaries range from \$60 to \$70 a week with a few higher.

This survey does not include any jobs which require overseas or foreign residence. Such jobs are rather numerous and are doubtless hard to fill because even the State Department appealed recently in the press for applicants for positions in its cultural centers abroad. In order to be eligible for the openings candidates do not have to be language specialists but they must know the language of the country to which they will be sent.

The aim of this survey was not to prove that languages should be considered a vocational subject. The study of a foreign language and a foreign culture should be an integral part of any well balanced liberal arts curriculum. The results of the survey do show, however, that from the point of view of job hunting it is not such a bad idea to have the knowledge of a foreign language up one's sleeve, especially in a large city such as New York. The figures do not guarantee that if you know a language you will get a job but they do prove that in many fields the knowledge of a foreign language is often a decided asset and frequently a necessity.

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Spanish American Books in 1950

WHILE sorting the laboriously accumulated bits of paper which provide the raw material for these annual bibliographical articles I customarily feel that, if a compiler were really perceptive and discerning, he would be able to see beyond the apparent confusion of titles and in a masterful way point to dominant trends in the year's crop, or even formulate some philosophical reflections about the current course of Spanish American thought. Unfortunately, being on the whole an honest man, I must confess to the belief that the printing presses seem to have turned out in 1950 a pretty miscellaneous collection of publications in which it is risky or impossible to remark on trends save in the most hesitant and qualified fashion.

One generalization is fairly sure: the number of volumes of poetry produced by unrecognized, fledgling or downright mediocre bards was, as usual, enormous. Since I have no sure way of including or evaluating in any sensible manner all this output, I have omitted it in the following compilation, except for several anthologies. On the other hand, the number of volumes bearing the signatures of well-known poets of established reputation was amazingly small, although I grant that I may have missed some major items.

In another creative field, that of the novel, the titles listed below reveal a constellation of new names and I do not pretend to judge the worth of their work. As truly outstanding fiction I can only vouch for Eduardo Mallea's *Los enemigos del alma*, Eduardo Barrios' *Los hombres del hombre*, and Ramón Díaz Sánchez' *Cumboto*. The publishers' lists and the bookstore windows are replete, as has been customary for some years, with translations of European and North American classics (or are some of them classics?); in these articles I have made no attempt to list either them or reprints of Spanish-American works.

Another trend in 1950 published material we can be reasonably certain about: the curiously disproportionate number of biographies. Part of the explanation is to be found in the natural and understandable facts of chronology and the Hispanic temperament. 1950 marked not only the two-hundredth anniversary of the birth of Francisco de Miranda, the Independence Precursor whose legendary life is a most tempting field for the biographer, but also the hundredth anniversary of San Martín's death. In contrast to the obscurity accorded to the latter hero in his last years, Argentina honored him in 1950 with an official "Año de San Martín" and a spate of publications detailing various aspects of the Protector's life. Among

the notable volumes were: Carlos Ibarguren, *San Martín íntimo* (Buenos Aires: Ed. Poeser, 1950); J. A. Cova, *San Martín, Antbal de los Andes* (Buenos Aires: Ed. Venezuela, 1950); Arturo Capdevila, *El hombre de Guayaquil* (Buenos Aires: Colección Austral, 1950); and Ezequiel César Ortega, *José de San Martín: doctrina, ideas, carácter y genio* (Buenos Aires: Ed. La Facultad, 1950). In the meantime during the year 1950 an intra-continental feud concerning the respective merits of San Martín and Bolívar smouldered in periodical publications and books. A résumé of the controversy is easily accessible in Gerhard Masur's article, "The Conference of Guayaquil," *Hispanic American Historical Review*, May, 1951, pp. 189-229.

Miranda's anniversary was the occasion for a deluge of articles and some books. In addition to those listed below under "Biography," it should be mentioned that the Venezuelan Academy of History finally completed, in connection with the anniversary, the publication of the *Archivo de Miranda*, a vast collection of the hero's personal documents; this valuable series consists of 24 volumes, the last two of which appeared late in 1950 (published in Havana).

Biographies of other national and continental heroes were by no means neglected. Bolívar, even without a special anniversary, found a new and extraordinary incarnation in Liévano Aguirre's biography, and to a lesser extent in Ulpiano Vega's study (see below). The Uruguayan, Artigas, was honored in at least two volumes, and several other minor national figures received their due recognition.

That literary history and criticism, much of it of a high order, should have occupied an important place in 1950 publications may not be unrelated to the vogue of biographies. The two genres are primarily speculative and concerned with re-evaluations of the past; as such they perhaps mark a pattern in Spanish American intellectual life. Aside from numerous specialized studies, Pedro Henríquez Ureña's *Antología*; J. L. Martínez's *Literatura mexicana del siglo XX*; and Arrom's *Estudios* are mature reflections on the history of a whole tradition. Certain publications which have been listed under "Art," "Folklore," and "Essays" might support a conclusion that contemporary writing is especially concerned with refining contemporary understanding of past values and achievements.

I cannot pretend to have kept track of the multitudinous honors bestowed during the year on literary figures. Among those which came to my attention are the following:

Premio Nacional de Literatura "Ciudad de México," to Luis Spota for his novel, *Más cornadas da el hambre*. Premio "América" of the Buenos Aires Academia Americana de Historia, to Gabriela Mistral. Venezuelan National Poetry Prize, to Juan Liscano for *Humano destino*. Argentine National Poetry Prizes to Manuel Alcobre for *Canción en son de despedida*; to Fermín

Estrella Gutiérrez for *Sonetos de la soledad del hombre*; and to Alberto Franco for *El buhonero* and *La rosa y el delfín*. Chilean Sociedad de Escritores prize, to Joaquín Ortega Folch for his novel, *Infierno gris*.

Among prominent literary figures whose deaths were recorded in 1950 were: Luis Carlos López, Colombian satirical poet; Xavier Villaurrutia, Mexican dramatist and poet; and Augusto D'Halmir, Chilean novelist.

The following entries are classified for the sake of convenience, but it will be obvious that the classification is often arbitrary: *caveat emptor!* It will also be apparent that the compiler has made no effort seriously to evaluate the volumes listed except insofar as he has excluded a number which appeared to be of transient or overly-specialized interest.

My thanks are due to Dr. Fermín Peraza of Havana, Cuba, and Dr. Gordon Brown, Cultural Officer, American Embassy, Bogotá, for assistance in preparing these notes.

LITERARY HISTORY AND CRITICISM

Popol Vuh, by Ermilo Abreu Gómez. México: Ed. Leyenda, 1950. pp. 214. A poetic interpretation of the Maya folk-history with very suitable illustrations by José García Narezo.

Estudios de literatura hispanoamericana, by José Juan Arrom. Havana, 1950. pp. 159. Dealing with a variety of more or less specialized themes, these essays are by a Cuban professor at Yale University whose particular interest is the history of the Spanish-American theatre.

Dos maestros de Venezuela, by Eduardo Arroyo Álvarez. Caracas: Asociación de Escritores Venezolanos, Cuadernos 1950. A contemporary Venezuelan humanist discusses two fellow-countrymen of the same tendency: José Luis Ramos and Luis Correa.

Historia de la literatura ecuatoriana: Siglo XIX, by Isaac J. Barrera. Quito: Ed. Ecuatoriana, 1950. pp. 599. Price: 40.00 sucres. This is the third volume of a definitive literary history. The first two were published in 1944, and a final volume is promised. Previous works give the author considerable authority.

Manuel Acuña, by Francisco Castillo Nájera. México: Imprenta Universitaria, 1950. Odd and intimate notes about the author of "Nocturno."

La sátira política en Chile, by Ricardo Donoso. Santiago de Chile: Imprenta Universitaria, 1950. pp. 221. A careful and documented study based on periodical sources. It includes a valuable bibliography and interesting illustrations.

Posiciones, by Wilberto L. Cantón. México: Imprenta Universitaria, 1950. pp. 174. Brief, impressionistic essays on Hispanic American literary figures.

Doce estudios sobre Andrés Bello, by Pedro Grases. Buenos Aires: Ed. Nova, 1950. pp. 181. Written by an outstanding authority on Bello's life and works and a conscientious scholar, these essays deal mostly with the great poligrapher's literary works.

Literatura mexicana del siglo XX, by José Luis Martínez. México: Robredo, 1950. Vol. II, pp. 202. Price: 10.00 pesos. Very complete bibliographical guides to complement the first volume of this splendid work, which appeared in 1949.

Antología, by Pedro Henríquez Ureña. Ciudad Trujillo: Librería Dominicana, 1950. pp. 167. Edited by Max Henríquez Ureña, this selection contains lectures, letters, literary studies, and a bibliography.

Gabriela Mistral y el modernismo, by Augusto Iglesias. Santiago de Chile: Imprenta Universitaria, 1950. pp. 452. A careful study of the poetess, her times, and her contemporaries.

Recuerdos del Ingenioso Hidalgo, by Julián Motta Salas. Bogotá, 1950. The theme seems inexhaustible: Cervantine studies.

- Diez estudios sobre literatura venezolana*, by Mario Torrealba Lossi. Caracas: Ed. Ávila Gráfica, 1950. Essays on Manuel Díaz Rodríguez, Arístides Rojas, Cecilio Acosta, and a few contemporaries.
- El repertorio de la dramática colonial*, by J. Luis Trenti-Rocamora. Buenos Aires: Talleres Gráficas Mea, 1950. pp. 110. Price: 4.00 pesos. A list and description of printed materials, including pieces in Indian languages.
- Bibliografía cervantina en la América española*, by Rafael Heliodoro del Valle and Emilio Romero. México: Imprenta Universitaria, 1950. Price: 30.00 pesos. 2224 annotated items plus a good prologue about the influence of Cervantes on Spanish American literature.

ESSAYS

- Cinco años en la URSS*, by Angel Bassols Batalla. México, 1950. Price: 6.00 pesos. A Mexican student's impressions.
- Ancha es Castilla*, by Eduardo Caballero Calderón. Bogotá: Ed. Kelly, 1950. pp. 425. Essays about the landscape, history, etc., and meditations on the Spanish spirit.
- Historia de la cultura en México (El Virreinato)*, by Julio Jiménez Rueda, México: Ed. Cultura, 1950. pp. 335. Price: 16.00 pesos. A detailed synthesis of art, science, thought and manners of the period. Part of a planned trilogy.
- Examen del quijotismo*, by Jorge Mañach. Buenos Aires, 1950. pp. 161. A literary essay by a Cuban master of elegant style.
- La cultura colonial en Panamá*, by Rodrigo Miró. Mexico: Ed. Costa-Amic, 1950. pp. 69. Three brief essays.
- La universidad latinoamericana*, by Luis Alberto Sánchez. Guatemala: Ed. Universitaria, 1949. pp. 220. Articles written in connection with the first Latin American University Congress, 1949.
- Hombres de Colombia*, by Alejandro Vallejo. Caracas: Ávila Gráfica, 1950. pp. 220. A well-known liberal Colombian journalist tries to explain the present situation in his homeland.
- América y el espíritu francés del siglo XVIII*, by Silvio Zavala. México. Colegio Nacional, 1950. Five long essays concerning the impact of the discovery and colonization of America on European thought. The philosophical implications are apparent.

BIOGRAPHY

- José Artigas, jefe de los Orientales y Protector de pueblos libres*, by Eduardo Acevedo. Montevideo: Imprenta Atenas, 1950. An undistinguished panegyric of the Uruguayan hero with some documentation and a very "official" touch.
- El hijo de Yapeyú*, by Germán Berdiales. Buenos Aires, 1950. pp. 300. A popularized and eulogistic story of San Martín's life.
- San Martín vivo*, by José Luis Busaniche. Buenos Aires: Emecé, 1950. pp. 257. Price: 8.00 pesos. Brief, popular and uncritical.
- Juan Gualberto Gómez, una vida sin sombra*, by Octavio Ramón Costa. Havana: Imprenta Siglo XX, 1950. pp. 228.
- Guzmán Blanco: su vida y su obra*, by J. A. Cova. Caracas: Ed. Ávila Gráfica, 1950. pp. 222. A Venezuelan journalist and historian writes of a debatable political figure of his country.
- Simón Bolívar, Libertador y legislador de nuestra América*, by Ulpiano Vega. Havana: Ed. Cultural, 1950. pp. 200. Price: 2.25 pesos. The first biographical study of the Liberator by a Cuban. Bolívar's correspondence provides a partial source.
- Monteagudo*, by C. Galván Moreno. Buenos Aires: Ed. Claridad, 1950. A fair story of the life of the revolutionary writer and San Martín's adviser.
- Historia de Artigas*, by Edgardo U. Genta. Montevideo: Ed. Florensa y Lafón, 1950. pp. 208. A Uruguayan poet studies a national hero as homage for the centenary of his death.
- El Precursor Miranda y su familia*, by Ángel Grisanti. Caracas: Ministerio de Educación

- (Biblioteca Venezolana de Cultura), 1950. pp. 285. A learned and documented investigation into the origins and history of Miranda's antecedents.
- Bolívar*, by Indalecio Liévano Aguirre. Bogotá, 1950. A new and highly-praised biography considered by some, one of the outstanding Colombian books of the year.
- José Antonio Saco, su influencia en la cultura y en las ideas políticas de Cuba*, by Eloy Genaro Marino Brito. Havana, 1950. pp. 266.
- Pedro Claver, el Santo de los esclavos*, by Mariano Picón Salas. México: Fondo de Cultura Económica, 1950. A partly imaginative story of the life of a seventeenth century priest who devoted his life to the welfare of the negroes of Cartagena. Beautifully written.
- Cristóbal de Olid, Conquistador de México y Honduras*, by Rafael Heliodoro del Valle. México: Ed. Jus, 1950. (1949-?). pp. 316. An able study based on good documentation and with a usable bibliography.
- Justo Sierra, su vida, su obra y sus ideas*, by Agustín Yáñez. México, 1950. Price: 10.00 pesos. An interesting portrait of the Mexican educator by a young novelist.
- San Martín y sus enigmas*, by José Miguel Yrarrázabal Larraín. Santiago de Chile: Ed. Nascimento, 1949-50. Two volumes. This is a reexamination of certain debatable aspects of the Protector's life, based on documents.

FICTION

- Canek*, by Ermilo Abreu Gómez. Washington, D. C., 1950. pp. 26. Price: 1.00 dollar. A short story about the tribulations of an Indian lad.
- La vida provisional; novela de malas costumbres*, by Víctor Alba. México: CIDE, 1950. The novel is honored by an introduction by J. Rubén Romero.
- Camaleón*, by Fernando Alegría. México: E.D.I.P.S.A., 1950. pp. 302. Price: 11.00 pesos. A tale of an American who studies a dictator's career in a mythical island republic. Satirical.
- Los hombres del hombre*, by Eduardo Barrios. Santiago de Chile, 1950.
- La vertiente*, by Rodolfo Benavides. México, 1950. Price: 12.00 pesos.
- Cuentos con la muy amada*, by Helvio Botana. Buenos Aires: Ed. Vehil, 1950. Fourteen short stories by an Argentine journalist. Clever but not very profound.
- Oru: aceite de piedra*, by Gonzalo Canal Ramírez. Buenos Aires: Ed. América Lee, 1950. A realistic novel of the petroleum industry in Colombia.
- Fruto de tormenta*, by Gilberto Chávez. México, 1950. Price: 10.00 pesos.
- Cuentos completos*, by Rubén Darío. México: Fondo de Cultura Económica, 1950. pp. 357. Price: 17.00 pesos. Edited with notes by Ernesto Mejía Sánchez and an introductory study by Raimundo Lida.
- Cumbolo*, by Ramón Díaz Sánchez. Buenos Aires: Ed. Novas, 1950. A prize novel which deals with the life of hacienda owners and negroes on the Venezuelan coast.
- Cuentos de dos tiempos*, by Gustavo Díaz Solís, México, 1950. Venezuelan stories with a psychological twist.
- Pálpito y otros cuentos*, by Mireya Guevara. Caracas: Asociación de Escritores Venezolanos, 1950. Four stories of middle-class city life.
- Caos*, by Flavio Herrera. Guatemala: Ed. Universitaria, 1950.
- La sangre hambrienta*, by Enrique Labrador Ruiz. Havana: Félix Ayón, 1950. pp. 232. The scene is a small Cuban town, but the style and character portrayal tend to be surrealistic.
- Los enemigos del alma*, by Eduardo Mallea. Buenos Aires: Ed. Sudamérica, 1950.
- Retablos de Huehuellán*, México: Talleres Gráficos, 1950.
- El cuento en Panamá*, edited by Rodrigo Miró. Panamá: Imprenta de la Academia, 1950. pp. 208. An anthology of 22 stories with an introduction and critical notes.
- Primavera nocturna*, by Julián Padrón. Caracas: Ed. Ávila Gráfica, 1950. pp. 188. Price: 6.00 bolívares. An erotic psychological novel representing a departure from the author's previous "native" novels.

- Inferno gris*, by Joaquín Ortega Folch. Santiago de Chile: Ed. Nascimento, 1950. Located in the slums of Santiago, the scenes of this prize-winning novel are unpleasant.
- Trópico del norte*, by Nazario Pardo Valle. La Paz: Ed. Universo, 1950. Social themes woven into a novel of the exploitation of rubber in Bolivia. Reminiscent of *La Vorágine*. This volume won the La Paz Fourth Centenary Prize.
- Cuando el viento agita las banderas*, by Rafael Ulises Peláez. La Paz: Ed. Universo, 1950. Two volumes. A story of Bohemian intellectuals who went to the Chaco war. The author is a journalist.
- Tres en la selva*, by Félix M. Pelayo. Buenos Aires: Ed. Jackson, 1950. The scene of this novel is in the virgin lands of Argentina; the author is a journalist and a prolific writer of fiction.
- La loca*, by Ramón Rubín. México, 1950. Price 8.00 pesos. A novel of Mexican customs.
- La flauta de Pan*, by J. M. Sánchez. Santiago de Chile: Ed. San Panacracio, 1950.
- Cenizas para el viento y otros cuentos*, by Hernando Téllez, Bogotá, 1950. Sociological themes.
- La bahía de Arcángel*, by Alfredo Ves Lozada. Buenos Aires: Ediciones del Bosque, 1950 (?). Exotic sea tales.

POETRY AND DRAMA

- Antología poética de la Paz*, La Paz: Ed. Universo, 1950. pp. 399. Selection, prologue and notes by Luis Felipe Vilela. From 1548 to 1948.
- Teatro seleccionado*, by Leopoldo Ayala Michelena. Caracas: Consejo Municipal, 1950. Ten short *costumbrista* comedies written from 1914 to present.
- Aquí yace la espuma*, by Jorge Carrera Andrade. Paris: Colección "Presencias Americanas," 1950. A very select anthology of the Ecuadoran poet's major poems.
- Tres comedias: La Venus triste; Angélica: La jaula de oro*, by Pedro César Dominici. Buenos Aires, 1950. pp. 200. Somewhat old-fashioned plays of Caracas life.
- La generación poética de 1918*. Bogotá: Ed. Iqueima, 1950. pp. 90. Prologue, selection and notes by Nefelí Noguera Mora, Cultural Attaché of Venezuelan Embassy. Anthology of poems by 28 Venezuelans.
- Olaya Buroz*, by Luis Peraza. Caracas, 1950. A one-act comedy with a popular theme.
- La tragedia de las equivocaciones*, by Xavier Villaurrutia. México, 1950. Price: 10.00 pesos. A dramatic monologue presented in a handsome edition, illustrated by Max Aub.

LANGUAGE AND FOLKLORE

- Diccionario de anglicismos*, by Ricardo J. Alfaro. Panamá: Imprenta Nacional, 1950. pp. 849. Precise entries, erudite observations and generally unbiased judgments. Over 1300 items.
- Nayjama*, by Fernando Díez de Medina. La Paz: Ed. Don Bosco, 1950. pp. 192. Concerning Andean Indian mythology. 25 good photographs of landscape and people.
- Estudios de filología e historia: homenaje al R.P. Félix Restrepo*. Bogotá: Instituto Caro y Cuervo (*Boletín*, Tomo V), 1950. pp. 581. A collection of 76 articles on varied themes by Hispanists from North and South America and Europe.
- Folklore y Cultura*, by Juan Liscano. Caracas: Ávila Gráfica, 1950. pp. 266. Four principal essays, one about the philosophy of folklore, the others on Venezuelan folk themes.
- El problema del idioma en Puerto Rico*, by Luis Muñiz Souffront. San Juan, P. R., (Biblioteca de Autores Puertorriqueños), 1950.
- La africanía en la música folklórica de Cuba*, by Fernando Ortiz. Havana, 1950. pp. 477.
- Observaciones acerca de nuestra psicología popular*, by Enrique Patín. Ciudad Trujillo: Ed. Montalvo, 1950.

HISTORY

- Río Negro*, by Carlos Álamo Ibarra. Caracas, 1950. pp. 218. A documented story of Venezuela's Amazon region, with details of unsavory political intrigues connected therewith.
- Zaraza: biografía de un pueblo*, by J. A. Armas Chitty. Caracas: Ed. Ávila Gráfica (Universidad

- Central), 1949 (Dec. 30). pp. 279. The story of an unimportant colonial town with historical anthropological, geographic and literary data molded in a skilful fashion.
- Ecuador: drama y paradoja*, by Leopoldo Benites Vinuesa. México: Fondo de Cultura Económica, 1950. pp. 280. A vivid synthesis of Ecuadoran history.
- La ruta de Hernán Cortés*, by Fernando Benítez. México. Fondo de Cultura Económica, 1950 (?). A poetic interpretation of facts by an experienced journalist. Good descriptions of nature.
- Historia de Chile hasta 1891*, by Francisco Antonio Encina. Santiago de Chile: Ed. Nascimento, 1950. Vols. 14 and 15. These volumes of an extensive series tell of events happening in 1871-76.
- Guerra de los Diez Años, 1868-78*, by Ramiro Guerra y Sánchez. Havana, 1950. pp. 420. The author is a respected and conservative journalist and historian.
- El Tapado de México y el de Santo Domingo*, by José de Jesús Núñez y Domínguez. Ciudad Trujillo: Tip. Franciscana, 1950. pp. 172. This history of two imposters of colonial days is a colorful saga of pirate days in the Caribbean.
- Crónica razonada de las guerras de Bolívar*, by Vicente Lecuna. New York: Colonial Press, 1950. Three volumes.

MISCELLANEOUS

- Maritain, su filosofía política y social*, by Ismael Bustos. Santiago de Chile: Imprenta Casa Hogar, 1950. Significant because of the vogue for Maritain among many Spanish American Catholic thinkers.
- Un año en Moscú*, by Andrés de Ciceo. Buenos Aires: Ed. Difusión, 1950. Observations of an Argentine diplomat, revealing in a fairly objective fashion, the shortcomings of Soviet society.
- Fuentes para el estudio de José Martí*, by Manuel Pedro González. Havana: Ministerio de Educación, 1950. pp. 517. An exhaustive bibliography, the fruit of many years of loving labor.
- La hispanidad*, by Hugo Latorre Cabal. Bogotá, 1950. A strong attack on the Spanish tradition.
- Los Jíbaros*, by Rosa Lombardo Otero de Soto. México, 1950. Price: 10.00 pesos. A popular illustrated account of a curious Ecuadoran Indian tribe.
- El Pongueaje*, by Rafael A. Reyeros. La Paz: Ed. Universo, 1950. A sociological, polemical study of the Bolivian Indian and his institutions by a specialist.
- Discursos, 1920-1950*, by José Vasconcelos. México: Ed. Botas, 1950. Those who know Vasconcelos and his work will know what to expect.

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Learning Languages with "the Tape that Talks Back"

SINCE time immemorial, the core of language study seems to have been the speaking and understanding of a foreign idiom. "And they began to *speak* with other tongues . . . every man heard them *speak* in their own tongue."¹ It is also a well known fact that these oral and aural branches are often today the step children of language instruction: "Speaking (of a foreign language) is a very difficult and complex phase of the language."² Yet in our time, on account of the rapidity of communications and above all on account of ever-threatening war, conversation in, and the comprehension of foreign tongues is more necessary than ever.

As if it were a gift from heaven, modern science has provided us with an instrument which may be of the greatest help in reaching this difficult goal of speaking and understanding a foreign language in a short time and without superhuman effort. The tape recorder has the highest fidelity known; it is not expensive and its upkeep is nil. The tape which carries the sound of the human voice can be used over and over again, stored in a library, erased, and started anew. The machine can be carried around easily. When talks have been recorded, they can be used in the class room where they sound as naturally as if the speakers were present. In the following we shall discuss how the tape recorder works in the actual instruction of foreign languages; how the machine will take up where human patience must fail and how we may get most out of its use.

At the American University, about a year ago, *Brush Sound Mirrors* were installed for the express purpose of improving the teaching of modern languages. Each language has a recording unit of its own which is connected by a hook-up with semi-soundproof booths. Here the students sit and listen to language they study with earphones. This is the so-called language laboratory. It takes up six hours a week, and it is actually the main part of the language work in comparison with class work and home study. The class room period of three hours weekly serves more as a check-up and as guidance. The home work for the student is relegated to the cultural and area study of the foreign country.

Imitation is the key word with the machine as well as in the class room. The student must mimic foreign words and language patterns in both cases as soon as they are heard. Therefore a short interval is also left on the

¹ Acts 2; 2, 4 ff.

² Peter Hagboldt, *Language Learning*, Chicago 1935, p. 136.

machine after the utterance of a foreign language unit, so that the student may repeat it. However, on account of the close proximity of the voice through the tape, the foreign sounds seem much clearer and intenser than in the class period. Here, in his private booth, the student may imitate the foreign idiom at his leisure, so to speak. Like a child, in a hit or miss fashion, not hampered by self-consciousness with which grown-up students are often bothered so much, the learner will finally hit the correct sound. It is also clear that the teacher in his class period will give all the physiological explanations of the sounds in the foreign language so that their imitation becomes more scientific and easier. At the beginning of the foreign language study it is also wise to have the whole class repeat in concert during the check-up period so as to create self-confidence before examining the individual.

Phonetics and the speaking of a foreign language get almost a new meaning with the use of the machine because the learner practices the natural way over and over. He adapts, thereby, his speech organs gradually and almost unconsciously to the new sounds and, at the same time, of course, the correct hearing and understanding of the foreign idiom is promoted. In the aural field, the tape recorder really does open up new horizons. Although all the conversation books which teach foreign languages single out practical material, such as asking one's way around, visiting various places, yet in actual life such a knowledge may be of little help. The student may have only a word picture of a practical situation, but not the indispensable sound picture. With the recorder we can actually photograph a real conversation between two foreigners in the street, and bring this sound photograph to the class. The student can note all the inflections, intonations, the lopping-off and adding-on of sounds, the running together of words so peculiar to foreign languages which the text books cannot give. An interview can be taken down and brought before the students. If there are unknown words or expressions in the discussion the teacher can make up a vocabulary and interpret the various speech patterns. It is often possible to induce a speaker to recite a foreign lecture into the machine a few days before delivery. Again the students can hear the foreign speech as often as necessary over the recorder, and with explanations of possible unknown speech parts, by the instructor, they will comprehend the lecturer on the platform. An unending variety of oral presentations can be thought of. A foreign traveler may tell over the tape recorder about his home town, the industrial life and culture there, or about the history of the place. Whatever he may talk about, it will be up-to-date, not artificial as is often the language in a textbook. Although the teacher will be careful to use standard speakers first in bringing foreigners to the class room by means of the tape recorder, he can later also employ those with a dialectal tinge. All in all, the student while listening to foreigners

speaking their idiom without any inhibition will gradually get used to a certain speed in comprehension which is necessary for the understanding of a new tongue.

Although the tape recorder is primarily designed for the speaking and understanding of a foreign language, it also may play a vital part for a student who wants to read a modern tongue correctly. "When I read," says P. Hagboldt, "the visual image of the graphic word form is spontaneously transformed into an acoustic image."³ If this statement holds true, the so-called "inner speech" may be corrected by the tape recorder. The teacher can read passages over the tape, or he may ask a foreigner to do so. At any rate, the reading has to be performed naturally, in logical breath groups. The student can use his textbook while listening. Again he should repeat the heard material, since pauses for repeating must be provided for at least a part of the reading. Such reading exercises connected with hearing exercises are sometimes a relief to such students who believe they can only learn from visual images of a graphic word. Here, also, the student will get accustomed to reading aloud, practicing his speech organs, and in putting the right stress and intonation on words and sentences.

On account of the even flow and speed, the tape recorder is useful for dictations in a foreign language. The same recitation will be repeated accurately word after word without any interruption. Just like in the class room, questions about the contents of a story can be asked which the student will answer in writing. Also the usual variation exercises for writing may be given here, such as changing singulars into plurals, present tenses into the past.

Variation which is so important for instruction offers no problem at all with the tape recorder. The laboratory lesson may start with a song which is presented either by a student with a good voice, or simply taken from a graphophone record. Conversations from daily life can be recorded at will between two or three persons, and adapted to the progress of the student in the language he is studying. Stories can be read and questions asked immediately after the reading. The correct answers can be checked in the regular class room period. A book can be used here, if desirable. Public addresses in the foreign language can be heard and explained. Repetition, *mater studiorum*, can be carried on, as much as it is needed by the students without wearing out the teacher. Above all, living languages will be heard not seen; they can be actually brought from the street, from the office and from the platform.

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³ *Op. cit.*, 8.

Audio-Visual Aids

NEW FILMS

French

"The Fantastic Night," with French narration, English subtitles, 81 minutes. One of recent imports from France; distributed by Film Classics Exchange (Fredonia, New York) "Histoire de Poissons," 11 minutes, sponsored by Linguaphone Institute, and distributed by International Film Bureau (6 N. Michigan Blvd., Chicago). It is the story of the Martin family; all four members buy a fish when father and son go fishing, just in case . . . "Jean Helion. One Artist at Work," deals with the life and work of this French painter, during his recent stay in America. It is in color, with French narration by Helion himself. 33 minutes duration; rental \$25 (Thomas Bouchard Productions, 80 W. 40th St., N. Y. 18). The Quebec Tourist Office (48 Rockefeller Plaza, N. Y.) distributes free over 30 films mostly on Quebec, in French & English combinations. Catalog available on request.

German

Casino Film Exchange (210 East 86th St. N. Y. 28) specializes in feature films from Austria, Switzerland and Germany, in 16 mm. and 35 mm., with and without English titles.

Latin

"Belum Punicum Secundum," in 1 reel, is completely narrated in Latin, according to announcement of distributor Library Films, 25 W. 45th St., N.Y. 19. This firm also distributes one reel travelogs on Hongkong, Guam, Manila, Hawaii, Rio de Janeiro, etc.

Spanish

Film classic Exchange (Fredonia, N. Y.) handles Fitzpatrick travel talks, on a number of Latin American countries on rental basis (\$4). The Catalan painter Juan Miró is shown at work in "Joan Miro Makes a Color Print," a color film of 20 minutes with English narration, rented at \$25 by Thomas Bouchard Productions (80 W. 40th St., N. Y. 18). Official Films (Grand & Linden Aves., Ridgefield, N. J.) distributes a good number of "thrillers" with Spanish narration, dealing with such subjects as speed-

way, winter sports, Zoo's who, undersea life, etc. Official also distributes Dudley films which present the historical, industrial, geographical and scenic highlights of foreign countries. "Lament" is a recent choreography film, starring dancer José Limón, in a movie based on a poem of Federico García Lorca. This film, 18 minutes long, rents for \$10 and is distributed by Contemporary Films (13 East 37th St., N. Y. 16).

SELECTED FILM LISTS

Available upon request from: Brandon Films, Inc., 1700 Broadway; Hoffberg Productions, 362 W. 44th St., N. Y. 18 (French, Chinese, Italian, Spanish); Clasa-Mohme, Inc., 2019 S. Vermont Ave., Los Angeles, 7; Association Films Inc., 347 Madison Ave., N. Y. 16 (and other cities); A. F. Films, Inc., 1600 Broadway, N. Y. (especially French); Pan American Union, Washington D. C. (Latin America; for sale only); Leopold H. Steiner, 35 Park Ave., New York 16 (German).

VISUAL-AID SOURCES

Stanley Bowmar Co., 513 W. 166th St., N. Y. 32, carries complete stock of well-known sets of slides, records, and especially filmstrips on foreign countries. Latin American Village, 2301 Wellington Ave., Santa Barbara, Cal., has been since 1939 a leading source of sets of educational pictures of Latin America, historic California, Texas, as well as flags of Latin America and United Nations. Bank Upshaw, 703 Browder St., Dallas, Texas, distributes imported French and Spanish realia, such as records, maps, Club pins, games and periodicals. International Educational Materials Co., 501 W. 123rd St., N. Y., 27, prepares filmstrips, teaching records and other audio visual-aids in the international field. At present it has for distribution only filmstrips with English titles dealing with folk tales and legends of Japan, El Salvador, China and Korea.

NEW AND OLD

El Gran Galeoto is now being filmed in Madrid. Jean-Paul Sartre's *Les mains sales* will feature Pierre Brasseur and Daniel Gélin. Clasa-Mohme is in the process of reducing into 16 mm. a number of well-known literary classics already available in 35 mm. Vis-Ed Vocabulary cards (Visual Education Assoc., Inc., 230 W. Fifth St., Dayton, Ohio), now available in French, German, Spanish, Greek, Latin and Russian, have been completely re-edited, according to recent announcement.

400 EDUCATIONAL FOREIGN LANGUAGE FILMS!

Latest Encyclopaedia Britannica catalog lists over 400 films with narration in Afrikaans, Arabic, Chinese, Czech, Dutch, French, German, Greek, Norwegian, Portuguese, Spanish, Swedish and Turkish. Only *La familia*

Sanchez and *Une famille Bretonne*, however, are designed for language instruction.

RECORDINGS

Banks Upshaw and Co. (703 Browder St., Dallas, Texas) distributes a number of records on legends, literary pieces, etc. Two are on Adventures of Don Quixote. Other adopted fictions are *Lazarillo*, *Gil Blas*, *Amalia*, *La gitanilla* and *El capitán veneno*. Some records are Long Playing.

TELEVISION

Station WOR-TV of N. Y. has been putting on a weekly Italian film on television since April 1950. Originally the program had two sponsors, now it has seven. Casolaro Flms of N. Y. are the principal providers of these films.

J. S.

NOTICE

In order to assure uninterrupted delivery of *The Journal*, members whose subscriptions will expire with the December Number, should renew them now, either through their regional associations or directly through the Business Manager, Mr. Stephen L. Pitcher, 7144 Washington Avenue, St. Louis 5, Missouri.

NOTICE

Articles for *The Journal* and books for reviewing should be sent to the Managing Editor, Professor Julio del Toro, University of Michigan, Ann Arbor, Michigan.

Notes and News

'Victuailles qui font boire'

A plusieurs occasions, Laumonier a noté un rapprochement entre Ronsard et Rabelais. Dans 'les Bacchanales', Ronsard a dit, en 1552:

31 Sus Abel, ouvre la porte,
Et qu'on porte
Devant ce troupeau divin,
Maint flacon, mainte gargouille,
Mainte endouille
Esperons à picquer vin.¹

Le texte de 1578 à 1587 donne la variante, pour les vers 34-36:

Jambons, pasteuz & saucisses,
Sacrifices
Qu'on doit immoler au vin.

Dans cette même ode, se lit une strophe de la même inspiration:

Mais animon ces bouteilles,
Ces corbeilles
Achernon de jambons graz
De pasteuz, de pains d'espices,
De saussisses,
De boudins, de cervelaz.²

La 'Folastrie VIII',³ qui connaît aujourd'hui un grand succès à cause de son 'baroquisme,' présente un ivrogne, le jour de St. Martin. Laumonier note que l'ivresse s'appelait 'mal de Saint-Martin' et rapproche, de ceux que nous venons de citer, un passage de cette folastrie. L'ivrogne avait avalé 'maint jambon salé'; il avait 'rongé mille saucisses, Mille pasteuz pleins d'espices . . . Et mengé meint brezil fumé . . .' La ressemblance avec le texte de Rabelais auquel Laumonier fait appel est, en effet, frappante. Dans *Gargantua*, Grandgousier nous est présenté comme suit:

aymant à boyre net autant que homme qui pour lors fust au monde, et mangeoit volontiers salé. À ceste fin, avoit ordinairement bonne munition de jambons de Magence et de Baïonne, force langues de beuf fumées, abondance de andouilles en la saison . . . provision de saucisses . . .⁴

Quelques chapitres plus loin, ce sont les habitudes de Gargantua que Rabelais décrit:

commençoit son repas par quelques douzeines de jambons, de langues de beuf fumées, de boutargues, d'andouilles, et telz autres avant-coureurs de vin. Ce pendent quatre de ses gens lui gettoient en la bouche . . . moustarde à pleines palerées.⁵

Dans la traduction d'Urquhart et Motteux, nous relevons, pour le premier passage: '*plenty of links, chitterlings and puddings . . .*'⁶ et pour le second: '*andouilles, or sausages, and*

¹ *Oeuvres complètes*, éd. crit. Laumonier, 2e éd. (Paris, 1937), III, 186.

² *Ibid.*, p. 193.

³ *Ibid.*, V, 47-52.

⁴ *Oeuvres complètes*, éd. de la Pléiade (Paris, 1943), p. 34 (chap. iii).

⁵ *Ibid.*, p. 86 (chap. xxi).

⁶ *The works of Francis Rabelais*, a new edition (London, 1849), I, 106.

such other forerunners of wine.⁷ Mais il y a d'autres passages qui doivent être cités aussi. L'édition in—4^e, dite originale, de *Pantagruel*, conte comment sortirent du ventre de Badebec 'neufz dromadaires chargez de iambons et langues de boeuf fumees: sept chameaulx chargez danguillettes': (fol. B_{ii}^{vo}). Urquhart et Motteux⁸ traduisent: '... seven camels loaded with links and chitterlings, hogs' puddings, and sausages.' Les *croniques admirables* (fol. e_{ii}^{vo}) donnent la leçon suivante: 'sept chameaulx tous chargez dandouil douilles de millan et de saulcisses': On voit qu'Urquhart et Motteux ont traduit par *links and chitterlings* le mot *andouilles*, au lieu du mot *anguillettes* qu'a employé Rabelais.⁹ Mais, ce qui nous intéresse ici, c'est que nous voyons dans ce chapitre, où il est dit aussi que toutes ces provisions sont 'aguillons de uin',¹⁰ l'origine littéraire de tous les passages que nous avons cités. Cela nous paraît important, surtout si l'on tient compte de la possibilité que *Les croniques admirables* aient été le modèle qu'a suivi Rabelais.¹¹ Ajoutons, enfin, que les poèmes de Ronsard que nous avons cités ont été publiés en 1552 et 1553, année même où mourut Rabelais auquel Ronsard consacra l'építaphe¹² bien connue, où nous lisons ces vers:

Or toi quiconques sois qui passes
Sur sa fosse repen des taces,
Repen du[vin],¹³ & des flacons,
Des cervelas, & des jambons,
...

MARCEL FRANÇON

Harvard University

The Use of a Libretto as Reading Material in Second Year German

For some time I have been using recordings of German Lieder in first year German to teach poems such as *Der Erlkönig*, *Du bist wie eine Blume*, etc. It seemed to stimulate an interest for poetry in students who would otherwise not be expected to show any. The technique was to have them translate the poem, read it aloud, listen to a recorded dramatic reading when this was available, and finally to hear it sung while they followed the printed version. Although the words of a song are very difficult to understand even in English, they spring to life in an amazing manner if one can see them as well as hear them. This peculiarity, somewhat magical in its effect, particularly intrigues the students.

This year in preparation for a showing of the moving picture *Die Fledermaus*, as many recordings as possible of the operetta were collected and the words for the selections mimeographed for class use. The same technique was followed as for the Lieder. Here, of course,

⁷ *Ibid.*, p. 170.

⁸ *Ibid.*, p. 298.

⁹ Cf. Marcel Françon, 'La langue des écrivains du XVI^e siècle . . .', *le français moderne*, 18 (1950), 263-266.

¹⁰ Soulignons l'expression de Rabelais, 'agueillons de uin' (vol. B_{iii}^{vo}) et rapprochons-la de celle de Ronsard: 'Esperon à picquer vin'; disons aussi que le passage de *Pantagruel* nous fait souvenir du repas de Gargantua à la cour du roi Arthur: 'jambons . . . andouilles et boudins . . . iiii puissans hommes . . . luy jectoyent chascun une grande paleree de moutarde en la gorge' (voir ma réimpression du *Vroy Gargantua* [Paris, 1949], p. 85). Remarquons, en outre, que les caractères des géants se ressemblent: certains traits qui s'appliquent à Grandgousier, s'appliquent aussi à Gargantua et à Pantagruel. On voit là des exemples de la multiplication des personnages à partir d'un même type.

¹¹ On s'accorde à discerner, dans les chapitres où Rabelais a conté la naissance de Pantagruel, un ton qui rappelle celui des chroniques gargantuines, et les commentateurs croient que Rabelais a voulu faire un pastiche de ces publications de colportage. Il serait vraiment curieux que ce pastiche eût été à son tour plagié par le rédacteur des *Chroniques admirables*!

¹² *Oeuvres* éd. crit. Laumonier (Paris, 1930), VI, 20-23. Cf. H. Chamard, *Histoire de la Pléiade* (Paris, 1939), II, 78-80.

¹³ J'adopte la leçon *vin*, au lieu de l'impossible *bril*. Cf. Ph. A. Becker, 'Du Bril,' *Mélanges* . . . Abel Lefranc (Paris, 1936), pp. 265-269.

was afforded the additional stimulus of learning to understand the words in order to understand better the picture later on. About fifteen minutes of each class period was spent on this for two weeks. The interest it aroused was obvious. If, for any reason, it looked as though the records could not be played that day, the students protested. They even became very attached to certain songs, such as *Mein Herr, was dächten Sie an mir*.

This led naturally to the next step. Would they not get an equal pleasure in studying a libretto and using it to follow the music of one of the German operas? This was discussed with the second year class who showed considerably more enthusiasm for the idea than for continuing to read nineteenth century novellen. The opera chosen was *Der Rosenkavalier*. Since it is more truly a musical drama, the plot is more consistent and better worked out than one finds in many others. As a comedy, it is lively, amusing and even somewhat risqué, which is a point not to be neglected with college students. Finally, it is most suitable for the purpose, which is to teach German, not music, because it is a work which was intended to be "put over," to be understood by a German speaking audience and, therefore, the words, even though sung, can be largely understood. The RCA Victor pressing of *Der Rosenkavalier* performed by Lotte Lehmann and others with the Vienna Philharmonic Orchestra, consisting of twenty-six sides was obtained. Since this recording presents only about half the whole work, corresponding cuts were made in the class' reading of the libretto. The technique used was to have the class translate into English and then to follow the singing on the record with the German in the libretto. At the end of each act all the records were replayed as a type of review.

Several advantages have been gained by the use of this type of reading material. It has livened up a class which was becoming rather dead. It throws emphasis on pronunciation and offers a good model of it. Having the students follow the text after the translation is an excellent review of the day's lesson. Finally, it offers the student a practical use for his foreign language. He realizes that any winter with a libretto he can follow a broadcast of the Metropolitan Opera with a greater pleasure than he would obtain without one.

On the other hand, it may be quite rightly objected that libretti are rarely masterpieces of literature. It must be admitted, however, that they are of a higher quality than much of the reading material used in second year German classes. Another difficulty is the expense of the equipment needed. Aside from the cost of the records which in this case amounted to \$26.00, excellent equipment for reproducing them is essential. Any "juke box" can play cheap music, but no pleasure will be obtained from fine music on a similar machine. A high-fidelity amplifier equipped with an expander is most necessary. Perhaps the solution to this problem is to constantly remind administrators that foreign languages like the sciences, which have always received large budgets for equipment, are rapidly becoming laboratory subjects.

This success in using a libretto leads one naturally to inquire whether the functional approach to a foreign language might not profitably be further expanded. Not many of our students plan to use their work in language abroad. All of them could, of course, continue leisure reading in German, French, etc., but in practice few do. It is obvious that insufficient motivation is being furnished most of our classes. Yet, as every foreign language teacher knows, there are a number of uses for a foreign language right here in the United States that can afford considerable pleasure. Merely pointing out these possibilities, however, is insufficient. Unless the student actually engages in one of them, he does not realize the fun he can get out of it. All our students can, for example, listen to foreign radio broadcasts, but they usually do not. They can be encouraged, however, to do so by recording some foreign broadcast on a tape or disc recorder and making mimeographed copies of the contents which are then used as reading material. Much the same thing could be done with foreign moving pictures if the scenarios were available. It is suggested to one of the publishing houses that they edit such a text for classroom use, offer a long playing record of the sound track for sale, and later rent the moving picture to the classes studying it.

CLARK GALLAHER

Southeastern Louisiana College

Ford Foundation Makes a Grant to NAFSA

Dr. Paul Chalmers of the Massachusetts Institute of Technology has announced that the National Association of Foreign Student Advisers (NAFSA), of which Dr. Chalmers is president, has received a grant of \$16,575 from the Ford Foundation for the strengthening and expansion of its program.

In making the announcement, Dr. Chalmers said: "The constantly growing number of American and foreign students exchanged through provisions of the Fulbright Act and other governmental programs and through voluntary agencies forms a powerful medium of interpretation and influence throughout the world. NAFSA's aim is to provide, through its grass root contacts with colleges and communities, a basis of experience for these students upon which may ultimately rest hopes for world understanding and peace."

NAFSA, organized in 1948 in response to the need for an over-all association concerned with international student exchange, includes in its nation-wide membership educational institutions, voluntary agencies, and individuals actually engaged in work with foreign students and with Americans studying abroad.

Program in Latin American Studies at Columbia University

For many years the various departments of Columbia University under their own auspices have been offering courses dealing with Latin America. Now, because of the steadily increasing importance of these countries in international relations, industry and commerce, and educational and cultural exchanges, the School of General Studies feels the time is ready for a coordinated plan. It is therefore presenting its program of Latin American Studies as a unified effort for the first time in September, 1951.

To old courses, many new ones have been added; and the following fields are being included in the initial program: anthropology, archeology, economics, education, fine arts, geography, government, history, international relations, linguistics, sociology, and languages and literature. The School of General Studies plans to add new courses as the requirements of the program may demand.

CORRECTION

Due to a printer's error, the name of Yale University was left out of the list containing the Doctoral Degrees in Modern Languages granted in 1951. The names beginning with Lawson Averell Carter belong to Yale University.

*Personalialia**

Abilene Christian College, Abilene, Texas. Department of Modern Languages.

Leave of Absence: L. Haven Miller—Assistant Professor—Graduate study,
University of Mexico

Promotions: J. W. Treat to Professor

Adelphi College, Garden City, New York, Department of Spanish.

Resignations: Joseph Genna—to Spanish Department, Garden City High School
Oscar Haskell—to Queens College

A. M. and N. College, Pine Bluff, Arkansas. Department of Modern Foreign Languages.

Appointments: A. D. Bellegarde—Professor

Leave of Absence: O. E. Jackson (July and August)—Research in Paris

Resignations: J. C. Anderson—Retrenchment

J. C. Tildon—Retrenchment

University of Akron, Akron, Ohio. Department of Modern Languages.

Retirements: Professor Charles Bulger—41 years of service

University of Alabama, Tuscaloosa, Alabama. Department of Romance Languages.

Deaths: M. C. Nunn—June 3, 1950

Leave of Absence: Wade Coleman—Navy duty

Herbert A. Van Scory—Navy duty

Promotions: C. Beaumont Wicks—to Head of Department

University of Arkansas, Fayetteville, Arkansas. Departments of Romance Languages and German.

Appointments: Malcolm D. McLean—Assistant Professor—from University of Texas

Promotions: J. Wesley Thomas to Professor

Resignations: R. C. Reindorp—Assistant Professor—to Mississippi Southern

Retirements: Alfred E. Lussy to Emeritus rank for the next three years—36 years of service

Ashland College, Ashland, Ohio. Department of Modern Languages.

Resignations: Jorge Wenzel

Return from Leave: Rodney Harris—Assistant Professor—from France

Augustana College, Sioux Falls, South Dakota. Department of Modern Languages.

* The following material has been received between June 15 and Sept. 15, 1951. Only those of the rank of Assistant Professor and above are included.

- Leave of Absence: Hannah Nyholm—Assistant Professor—study at University of Wisconsin
Augusta Topping—Assistant Professor—Study
- Bard College, Annandale-on-Hudson, New York. Department of French.
Return from Leave: Artine Artinian—Professor—from University of Paris (Fulbright Research)
- Baylor University, Waco, Texas. Department of German.
Promotions: Patricia Drake to Professor
- Berea College, Berea, Kentucky. Department of Romance Languages.
Appointments: Ruth De Carnboa—University of Chicago Graduate School
Deaths: Elizabeth Richardson—Assistant Professor—May 16, 1951
Leave of Absence: Charlotte P. Ludlum—Associate Professor—Second semester 1951-52—Study and travel
Resignations: Margaret Chapin—Associate Professor—to be with parents
Minnie Ledford—Assistant Professor—to be married
- Boston University, Boston, Massachusetts. Department of German.
Promotions: Arthur J. Watzinger to Associate Professor
- Brooklyn College, Brooklyn, New York. Departments of Romance Languages and German.
Promotions: Mafr Benardete to Associate Professor
Harry Slochower to Associate Professor
Return from Leave: Harry Slochower—from Sabbatical leave—Study on a Bollingen Foundation Fellowship
John Whyte—from Sabbatical leave—travel in Europe
- Brown University, Providence, Rhode Island. Department of Modern Languages.
Leave of Absence: Lewis H. Gordon—Associate Professor—Research in Italy
Alfred Herrmann—Associate Professor—Terminal Sabbatical prior to retirement June, 1952
Promotions: David James to Associate Professor
Durand Echeverría to Assistant Professor
Return from Leave: Durand Echeverría—from France
Juan López-Morillas—from Spain
W. Freeman Twaddell—from Merriam-Webster Company
- University of Buffalo, Buffalo, New York. Department of Romance Languages.
Return from Leave: Charles J. Beyer—from France
- University of California, Berkeley, California. Department of French.
Leave of Absence: Clarence D. Brenner—Professor—Sabbatical leave (half year) Research in Europe
Gabriel D. Bonno—Professor—to teach at U.C.L.A.
Promotions: Warren Ramsey to Assistant Professor
- University of California, Los Angeles, California. Departments of Germanic Languages and French.

Deaths: R. V. Merrill—January 1, 1951

Promotions: A. K. Dolch to Professor

V. W. Robinson to Associate Professor

Return from Leave: F. J. Crowley—Sabbatical leave

Capital University, Columbus, Ohio. Department of Modern Languages.

Return from Leave: Chris Nacci—from study at University of Mexico

Central College, Pella, Iowa. Department of Foreign Languages.

Promotions: William G. Wing to Head of Department of Foreign Languages

Resignations: Helen F. Tate—Further study

Dorothy Zimmerman—Further study

University of Chicago, Chicago, Illinois. Department of Romance Languages and Literature.

Promotions: John Corominas to Associate Professor

Clark University, Worcester, Massachusetts. Departments of Romance Languages and German.

Appointments: Karl J. R. Arndt—appointed 1950—Professor of German and Head of the Departments of German—from U. S. Office of Military Government for Germany

Leave of Absence: J. F. King—Assistant Professor—to study at Columbia University under a Ford Foundation Fellowship

Resignations: Peter Welti—Terminal appointment

Colby College, Waterville, Maine. Department of Modern Languages.

Leave of Absence: Jean K. Gardiner—study and research to complete dissertation (in Spain)

Promotions: Richard K. Kellenberger—to Associate Professor

Colgate University, Hamilton, New York. Department of Romance Languages.

Leave of Absence: C. A. Choquette—Professor—to serve as Dean of the Sweet Briar group of students studying in France

University of Colorado, Boulder, Colorado. Department of Modern Languages.

Leave of Absence: Miriam Rieder—Assistant Professor—Study and travel abroad

Promotions: George A. C. Scherer to Associate Professor

Columbia University, New York City, New York. Department of German.

Appointments: Charles Passage—Assistant Professor—from Northwestern

Retirements: H. H. L. Schulze—Professor—42 years of service

Return from Leave: André von Gromika—Associate Professor—Sabbatical leave

University of Connecticut, Storrs, Connecticut. Department of Foreign Languages.

Promotions: I. Silver to Associate Professor

Return from Leave: C. B. Lombardo—from Italy

Cornell University, Ithaca, New York. Departments of Romance Languages and German.

Appointments: Jean Callignon—Assistant Professor—from Yale University

Deaths: Albert B. Faust—Professor German Emeritus—February 8, 1951

Leave of Absence: Morris Bishop—study abroad

Promotions: C. Cleland Harris to Assistant Professor

Resignations: Jean Bruneau—Assistant Professor—to return to France

James R. Frith—Assistant Professor—to become technical advisor to Air Force Language Program

Return from Leave: Robert A. Hall Jr.—Professor—Fulbright Professorship at the University of Rome

Dartmouth College, Hanover, New Hampshire. Departments of Romance Languages and Literatures and German.

Leave of Absence: H. R. Sensenig—appointed Educational Advisor in Germany with the American Occupation

Charles A. Bagley—Sabbatical leave

Francisco Ugarte—One year internship in General Education at the University of Chicago

Promotions: Rogelio A. Casás to Assistant Professor of Spanish

Detroit Institute of Technology. Detroit, Michigan. Department of Foreign Languages.

Appointments: Ilse Lehisté—Associate Professor—from Kansas Wesleyan University

Duke University, Durham, North Carolina. Department of Romance Languages.

Appointments: Elías Torre—Assistant Professor—from Rutgers

Leave of Absence: Jean-Jacques Demorest—Assistant Professor—Research in France

Gifford Davis—Associate Professor—Research in Spain—first semester 1951-1952

College of Emporia, Emporia, Kansas. Department of Modern Languages and Literature.

Promotions: Mari L. Huth—to Chairman of Department

Resignations: Belle Gleasman—Retrenchment

Fisk University, Nashville, Tennessee. Department of Foreign Languages.

Appointments: Gladys Kellogg—Assistant Professor of French—from Tennessee State College

Leave of Absence: John R. Cottin—Professor—Study and research

University of Florida, Gainesville, Florida. Department of Foreign Languages.

Appointments: Marcos A. Morínigo—Associate Professor—Universidad Central, Caracas, Venezuela

Promotions: P. V. Fernández to Professor

B. Aratowsky to Assistant Professor

M. J. Wallace to Assistant Professor

Florida State University, Tallahassee, Florida. Department of Modern Languages.

Leave of Absence: Graydon S. DeLand—to direct Cultural Center, La Paz, Bolivia

- Albert Leduc—first semester 1951–1952—to pursue graduate study at University of Wisconsin
- Franklin-Marshall College, Lancaster, Pennsylvania. Department of Romance Languages.
- Resignations: Ezequiel Vieta—Assistant Professor—to return to Cuba
- Goucher College, Baltimore, Maryland. Department of Modern Languages.
- Promotions: Lester G. Crocker—to Professor and Chairman of Department
- Grinnell College, Grinnell, Iowa. Department of Modern Foreign Languages.
- Leave of Absence: John R. Kleinschmidt—Ford Foundation Grant for study of recent developments in foreign language methodology for liberal arts colleges
- Hanover College, Hanover, Indiana. Department of Spanish.
- Leave of Absence: Emma May Hill—Assistant Professor—work on doctorate at University of Wisconsin
- Harris Teachers College, St. Louis, Missouri. Department of French.
- Promotion: Ralph M. Perry to Professor
- Harvard University, Cambridge, Massachusetts. Departments of Romance Languages and Germanic Languages and Literatures.
- Appointments: Armand Hoog—Visiting Professor—from University of Strasbourg
- Deaths: Karl Viëtor—June 7, 1951
- Leave of Absence: Taylor Starck—Professor and Chairman of Department of Germanic Languages and Literatures—Sabbatical (Spring term (1950–1951)
- William Berrien—Professor—Illness (Spring 1951)
- Retirements: André Morize—Professor—33 years of service
- High Point College, High Point, North Carolina. Department of Romance Languages.
- Appointments: Philip Angeles—Chairman—from Limestone College
- Hofstra College, Hempstead, New York. Department of Modern Foreign Languages.
- Promotions: A. Michael DeLuca to Assistant Professor
- Hood College, Frederick, Maryland. Department of Modern and Classical Languages.
- Appointments: Frederick D. Eddy—Professor and Head of Department—from University of Oklahoma
- University of Illinois, Urbana, Illinois. Department of German.
- Leave of Absence: J. R. Frey—Professor—Research
- Promotions: E. A. Phillipson to Professor
- Return from Leave: J. T. Geissendoerfer—Professor—from Europe
- Mimi Jehle—Professor—from Europe
- Indiana University, Bloomington, Indiana. Department of French and Italian.
- Leave of Absence: E. D. Sieber—Research (Second semester 1951–1952)
- Promotions: Francis W. Gravit to Associate Professor

Return from Leave: Lauder MacClintock—from Italy—research under Fulbright Grant

State University of Iowa, Iowa City, Iowa. Department of Romance Languages.

Promotions: J. F. Ratermanis to Assistant Professor

E. W. Ringo to Associate Professor

Iowa Wesleyan College, Mt. Pleasant, Iowa. Department of Foreign Languages.

Resignations: Mrs. Hilvid Skidmore

Johns Hopkins University, Baltimore, Maryland. Department of Romance Languages.

Resignations: Leroy Benoit—Accept position of Cultural Attaché in Lisbon

Leo Forkey—to do research in Paris

Return from Leave: Edward Williamson—Italy—Fulbright Fellowship

University of Kentucky, Lexington, Kentucky. Department of Romance Languages.

Leave of Absence: Betty J. Eilertsen—Assistant Professor—to go to Europe for work with the Army

Return from Leave: Blaine W. Schick—Assistant Professor—France (to return January 31)

Lehigh University, Bethlehem, Pennsylvania. Department of German.

Retirements: Philip Mason Palmer—Professor—48 years of service. Died June 4, 1951

Lewis and Clark College, Portland, Oregon. Department of Foreign Languages.

Leave of Absence: Paul F. Luenow, Jr.—Assistant Professor—Graduate study

Louisiana State University, Baton Rouge, Louisiana. Department of Romance Languages.

Appointments: E. M. Stack—Visiting Assistant Professor (1 yr.)—student at Princeton

R. E. Chandler—Visiting Professor (2 yrs.)—Southwestern Louisiana Institute, Lafayette, Louisiana

Leave of Absence: John Guilbeau—advanced study and research at University of Paris

John A. Thompson—Cultural mission for U. S. Department of State in Brazil (2 yrs.)

MacMurray College, Jacksonville, Illinois. Department of Modern Languages.

Appointments: Susanne Robbins—Assistant Professor

Deaths: Beatrice M. Teague—January 7, 1951

Promotions: Margaret Moore to Professor

University of Maine, Orono, Maine. Departments of Modern Languages and Classics.

Leave of Absence: Alfred G. Pellegrimo—Associate Professor—to complete residence requirement for doctorate

Promotions: Lilian E. Ávila to Assistant Professor

Resignations: L. A. Vigneras—Professor—Extended European Study

University of Massachusetts, Amherst, Massachusetts. Department of German.

Appointments: Ulrich K. Goldsmith—Associate Professor—from University of Manitoba

Promotions: F. C. Ellert to Professor and Acting Head of Department

Retirements: A. N. Julian—40 years of service

Massachusetts Institute of Technology, Cambridge, Massachusetts. Department of Modern Languages.

Appointments: Morris Halle—Assistant Professor—Teaching Fellow, Harvard

Resignations: J. W. Perry—Associate Professor—another position

Miami University, Oxford, Ohio. Department of German.

Leave of Absence: Jacques Breitenbucher—University Officer, University of Heidelberg (continued)

University of Miami, Coral Gables, Florida. Departments of Modern Languages and German.

Return from Leave: Henry Y. Wilson—Florida State University

Robert S. Whitehouse—University of Rochester

University of Michigan, Ann Arbor, Michigan. Departments of Romance Languages and German.

Leave of Absence: O. G. Graf—Associate Professor—Military service

M. Denkinger—Assistant Professor—Research

V. A. Scanio—Associate Professor—Research

F. M. Thompson—Assistant Professor—Illness

Promotions: Charles E. Koëlla to Associate Professor

Ernst Pulgram to Associate Professor

F. Sánchez y Escribano to Professor

V. A. Scanio to Associate Professor

Resignations: Franklin M. Thompson—Assistant Professor—to return to Brazil

Retirements: N. L. Willey—Professor—30 years of service

Return from Leave: N. S. Bement

Marc Denkinger—from France

Enrique Anderson Imbert—from Princeton University

Change of Duty: Irving A. Leonard—Professor—resigned chairmanship of department in order to devote his time to teaching and scholarship

Paul M. Spurlin—Professor—resigned the associate chairmanship of department in order to devote his time to teaching and scholarship

Charles N. Staubach—Associate Professor—appointed Chairman for a three-year period to replace Professor Irving A. Leonard, resigned

Michigan State College, East Lansing, Michigan. Department of Foreign Languages.

Leave of Absence: Mrs. Edith A. Doty—Graduate study at University of Michigan

Promotions: John A. Ramsey—to Assistant Professor

Herbert Rubenstein—to Assistant Professor

Return from Leave: Harold R. Dunn—from University of Michigan

Middlebury College, Middlebury, Vermont. Department of French.

Leave of Absence: Stephen A. Freeman—to direct the Graduate School of French in France (first semester)

Milligan College, Milligan College, Tennessee. Department of Modern Languages.

Appointments: Earl Stuckenbruck—Associate Professor—from mission work in Tübingen, Germany

Deaths: Charles Hodge Mathes—Professor—February 11, 1951

Mills College, Oakland, California. Department of Romance Languages.

Leave of Absence: Luis Monguió—Guggenheim Fellowship

Promotions: Martha E. Allen to Assistant Professor of Spanish

University of Minnesota, Minneapolis, Minnesota. Department of Romance Languages.

Leave of Absence: Jacques Fermaud—Sabbatical leave for study in France

Promotions: Rodolfo O. Floripe to Assistant Professor

Elizabeth Nissen to Associate Professor

Return from Leave: James A. Cuneo—Sabbatical leave

Walter T. Pattison—Sabbatical leave

University of Mississippi, University, Mississippi. Department of Modern Languages.

Appointments: William E. Strickland—Assistant Professor—from post-doctoral study in Paris

Promotions: Benjamin I. Harrison to Chairman of Department

Retirements: Christopher Longest—Professor and Chairman of Department—43 years of service

University of Missouri, Columbia, Missouri. Department of Germanic and Slavic Languages.

Resignations: Hans K. Guenther—further study

Robert O. Weiss—further study

Missouri Valley College, Marshall, Missouri. Department of Modern Languages.

Resignations: Mrs. Tadeo Campuzano—Associate Professor of Spanish—to live in Mexico City

Montana State University, Missoula, Montana. Department of Modern Languages.

Promotions: Shara Sorenson to Associate Professor

Mount Holyoke College, South Hadley, Massachusetts. Departments of French Language and Literature and German Language and Literature.

Leave of Absence: Paul Saintonge—Professor—Research and travel in France and Italy (February 1951)

Joachim Maass—study and travel in Europe

Return from Leave: Helen E. Patch—Professor—from France

Paul Saintonge—Professor—from France

Ruth Dean—Professor—from Institute of Advanced Study, Princeton, New Jersey

University of New Mexico, Albuquerque, New Mexico. Department of Modern Languages.

Leave of Absence: Marshall R. Mason—Assistant Professor—work on Ph.D. at University of Chicago

Promotions: Florence Hall Sender to Assistant Professor

Stephanie Lombardi to Assistant Professor

Return from Leave: Rubén Cobos—Assistant Professor—from work on Ph.D. at Stanford

Northwestern University, Evanston, Illinois. Department of Romance Languages.

Promotions: Wm. C. Holbrook to Professor

Daniel L. Delakas to Assistant Professor

Resignations: Harvey L. Johnson—to Chairmanship of Department of Spanish and Portuguese at Indiana University

Return from Leave: Wm. C. Holbrook—from France as Director of Sweet Briar Group

University of Notre Dame, Notre Dame, Indiana. Department of Modern Languages.

Leave of Absence: Robert D. Nuner—Doctoral studies at Harvard University

Promotions: Charles E. Parnell—to Associate Professor

Resignations: Richard J. Browne—to pursue other work

Occidental College, Los Angeles, California. Department of Modern Languages.

Leave of Absence: Austin E. Fife—Associate Professor—Military service

Ohio University, Athens, Ohio. Department of German.

Promotions: P. T. Krauss to Chairman of Department

Ohio State University, Columbus, Ohio. Departments of Romance Languages and German.

Leave of Absence: A. H. Schutz—Research—Fulbright Fellowship to France

R. H. Armitage—Ford Foundation Fellowship—Research

Promotions: Stephen Gilman—to Professor

Oskar Seidlin—to Professor

Luigi Cognasso—to Assistant Professor

Resignations: Harry Steinhauer

Ohio Wesleyan University, Delaware, Ohio. Department of German.

Appointments: Roland Boecklin—Associate Professor—from Department of Classics, Ohio Wesleyan University

Leave of Absence: T. C. Dunham—Professor—Visiting Professor at Wesleyan University, Middletown, Connecticut

University of Oklahoma, Norman, Oklahoma. Department of Modern Languages.

Leave of Absence: Stella Sanders—Assistant Professor—study in Paris—Extension

John N. Alley—Assistant Professor—study at Harvard—Extension

Resignations: Rubén Landa—Assistant Professor

Retirements: Margaret J. Moore—Assistant Professor—28 years of service

Return from Leave: A. M. de la Torre—Professor—from Peru
Johamus Malthaner—Professor—from Europe

Oklahoma City University, Oklahoma City, Oklahoma. Departments of Spanish, French and German.

Appointments: Constantine Apostolides—Professor—from Athens University
Leave of Absence: Hope Housel—Professor—Travel (summer only)
Promotions: Mrs. L. L. Clifton to Assistant Professor
Resignations: Mrs. Margaret Stobaugh—Assistant Professor

University of Omaha, Omaha, Nebraska. Department of Foreign Languages.

Promotions: C. S. Espinosa to Chairman of Department
Retirements: Gertrude Kincaide—Chairman of Department—22 years of service

University of Oregon, Eugene, Oregon. Department of Foreign Languages.

Appointments: Jean Guedenet—Assistant Professor
Leave of Absence: Christina Crane—Study and research
Resignations: Gustavo Correa—to take another position
Return from Leave: Carl L. Johnson—study at Harvard
Perry J. Powers—study abroad

Pomona College, Claremont, California. Department of Romance Languages.

Appointments: Robert F. Laggevie—Assistant Professor—from Harvard University
Deaths: Margaret S. Husson—Professor of Spanish—September 12, 1951

University of Pennsylvania, Philadelphia, Pennsylvania. Department of German.

Leave of Absence: Alfred Senn—Professor—Sabbatical leave

Pennsylvania State College, State College, Pennsylvania. Department of Romance Languages.

Appointments: Wallace Fowle—Visiting Professor for summer session—from Bennington
Promotions: Leon Roudiez to Assistant Professor
Retirements: Jean-Baptiste Cloppet—Professor—18 years of service

Purdue University, Lafayette, Indiana. Department of Modern Languages.

Retirements: E. V. Greenfield—43 years of service
O. A. Greiner—43 years of service
J. T. Gunn—43 years of service

Queens College, Flushing, New York. Departments of Romance Languages and German.

Promotions: Limbard Bergel to Associate Professor
Maurice Chazin to Professor
Resignations: Richard Alewyn—to University of Cologne

University of Redlands, Redlands, California. Department of Spanish.

Appointments: Pauline B. Deuel—Assistant Professor—from Stanford University
Retirements: Eva Price—Associate Professor—25 years of service

University of Rhode Island, Kingston, Rhode Island. Department of Languages.
Appointments: Jules Piccus—Assistant Professor of Spanish—from Princeton University

Leave of Absence: Beatrice S. Demers—Assistant Professor of French—study in France

Promotions: Lucille Itter to Head of Department of Languages.

Retirements: Philip Earle Douglass—Professor and Head of Department of Languages—21 years of service

Rice Institute, Houston, Texas. Department of German.

Leave of Absence: Charles C. Lyle, Jr.—active duty with Marine Corps

Roosevelt College, Chicago, Illinois. Department of Modern Languages.

Leave of Absence: Edward F. Robbins—Assistant Professor—recalled to Armed Forces

Rutgers University, New Brunswick, New Jersey. Departments of Romance Languages and German.

Promotions: Claude Hill to Associate Professor

C. E. Turner to Professor

Smith College, Northampton, Massachusetts. Department of Romance Languages.

Leave of Absence: Anne Gasool—Assistant Professor of French—Sabbatical Leave—Study

Marine Leland—Associate Professor of French—Sabbatical leave—Study and writing

Ruth Lee Kennedy—Professor of Spanish—Sabbatical leave—Guggenheim

Promotions: Elizabeth A. Foster to Professor of Spanish

Resignations: Justa Arroyo López-Rey—Assistant Professor of Spanish

St. Olaf College, Northfield, Minnesota. Department of Languages.

Appointments: Loring D. Knecht—Assistant Professor of Romance Languages—from Bismarck Jr. College

Deaths: Paul Bollenbacher—Professor of German—April 1951

Resignations: Leonhard Baak—Assistant Professor of German

Ruth Fjelstad—Assistant Professor of French and Spanish

Allan Morreim—Assistant Professor of French—Further study

Sweet Briar College, Sweet Briar, Virginia. Department of Modern Languages.

Leave of Absence: Joseph Barker—Professor—Sabbatical leave—Study

University of South Carolina, Columbia, South Carolina. Departments of French, Spanish and German.

Promotions: Maude Fairey to Adjunct Professor

Fred C. Perry to Adjunct Professor

K. L. F. deGravelines to Adjunct Professor

University of South Dakota, Vermillion, South Dakota. Department of Modern Foreign Languages.

Appointments: Leonard E. Arnaud—Professor of Spanish—from Brooklyn College

Promotions: Christy Christenson to Assistant Professor of French

Inez Hollingsworth to Associate Professor of Spanish

Retirements: Mrs. Grace E. Lommen—Professor of Spanish—30 years of service

Return from Leave: Christy Christenson—from Luxembourg (Fulbright Exchange Professor)

University of Southern California, Los Angeles, California. Department of Spanish and Portuguese.

Appointments: V. R. B. Delschläger—Associate Professor—from Tulane

Leave of Absence: Dwight L. Bolinger—Sabbatical leave (second semester 1950–1951)—Research

Southwestern at Memphis, Memphis, Tennessee. Department of French.

Leave of Absence: G. Raymond Shipman—U. S. Census Bureau

Robert Roussey—Naval Duty

Stanford University, Stanford, California. Department of German.

Promotions: Kurt F. Reinhardt to Professor

Swarthmore College, Swarthmore, Pennsylvania. Department of Modern Languages and Literatures.

Leave of Absence: Lydia Baer—Research (second semester 1950–1951)

Karl Reuning—Research (second semester 1951–1952)

University of Tampa, Tampa, Florida. Department of Spanish.

Resignations: Nell Dowlin—Assistant Professor

University of Texas, Austin, Texas. Departments of Romance Languages and Germanic Languages.

Leave of Absence: Aaron Schaffer—Research (second semester 1951–1952)

D. L. Hamilton—Army Language School, Monterrey, California

W. P. Lehmann—Research—Fulbright Fellowship to Norway

Promotions: W. P. Lehmann to Professor

Retirements: J. Lassen Boysen—Professor—37 years of service

Lee M. Hollander (Partial Retirement)—Professor—28 years of service

Texas Christian University, Fort Worth, Texas. Department of Foreign Languages.

Leave of Absence: Rita May Hall—Assistant Professor—Advanced Study with ACLS Fellowship

Resignations: Sarita Zajicek—Assistant Professor

Trinity University, San Antonio, Texas. Department of Foreign Languages.

Leave of Absence: Robert Owens—Chairman of Department—study in Mexico on Ford Foundation Fellowship

Promotions: Virginia Joiner to acting chairman of Department

Union College, Schenectady, New York. Department of Modern Languages.

Deaths: Robert W. Crowell—Associate Professor Emeritus—April 29, 1951

Leave of Absence: Gordon R. Silber—Professor—European representative of the Institute of International Education

Valparaiso University, Valparaiso, Indiana. Department of Foreign Languages.
Promotions: Walter Ade to Associate Professor of German

Vassar College, Poughkeepsie, New York. Department of German.

Promotions: Ada Klett Bister to Professor

Return from Leave: Elizabeth Zorb—Assistant Professor—from Germany and Switzerland

University of Vermont, Burlington, Vermont. Department of Romance Languages.

Leave of Absence: Sumner Willard—called back to West Point

University of Virginia, Charlottesville, Virginia. Department of Romance Languages.

Leave of Absence: Francis Duke—Assistant Professor—Army service

University of Washington, Seattle, Washington. Department of German.

Retirements: Elenora M. Wesner—Assistant Professor—27 years of service

State College of Washington, Pullman, Washington. Department of Foreign Languages.

Promotions: Arne O. Lindberg to Associate Professor and Chairman of Department

Resignations: Edward C. Kundert—Assistant Professor—to enter business

Washington University, St. Louis, Missouri. Department of Romance Languages.

Leave of Absence: Bruce A. Morissette—Associate Professor—Research (Spring 1951)

Max Oppenheimer, Jr.—Assistant Professor—Military service

Return from Leave: Bruce A. Morissette—Associate Professor—from France

Washington and Lee University, Lexington, Virginia. Department of Romance Languages.

Leave of Absence: Linton Lomas Barrett—Professor—Two-year appointment with Department of State, Caracas, Venezuela

Wayne University, Detroit, Michigan. Department of German.

Promotions: Carl Colditz to Chairman of Department

Resignations: Harold A. Basilius—Professor and Chairman of Department—to become Chairman of the Humanities Project

Return from Leave: John Ebelke—from Basel, Switzerland

Wesleyan University, Middletown, Connecticut. Department of German.

Appointments: T. C. Dunham—Visiting Professor—from Ohio Wesleyan University

Leave of Absence: Arthur E. Schultz—Associate Professor—Army service

West Virginia University, Morgantown, West Virginia. Departments of Romance Languages and German.

Promotions: R. R. Ashburn to Assistant Dean of the College of Arts and Sciences

Resignations: Lydia Roesch Strother—Assistant Professor

Return from Leave: Robert S. Stilwell—Assistant Professor—from Europe

Western College, Oxford, Ohio. Department of Modern Languages.

Return from leave: Mary Lane Charles—from France

Western Reserve University, Cleveland, Ohio. Department of Romance Languages.

Appointments: R. A. Pelmont—Professor and Chairman of Department—from Harvard

Retirements: O. E. Staaf—Professor and Chairman of Department—43 years of service

Westminster College, New Wilmington, Pennsylvania. Department of Modern Languages.

Promotions: Gilbert Taylor to Chairman of Department

Resignations: Ella M. Stagg—Retrenchment

Wheaton College, Norton, Massachusetts. Department of Romance Languages.

Leave of Absence: Lena Lois Mandell—Associate Professor—Sabbatical leave

Return from Leave: E. Dorothy Littlefield—Professor—from Sabbatical leave in Paris

Wheaton College, Wheaton, Illinois. Department of Foreign Languages.

Promotions: Louis Rasera to Associate Professor

Whitworth College, Spokane, Washington. Department of Modern Languages,

Eugene A. Henning—Head of Department, Professor of Spanish—from College of the Gulf States, Mobile, Alabama

Resignations: Keith Rees

Williams College, Williamstown, Massachusetts. Departments of Romance Languages and German.

Promotions: Corning Chisholm to Assistant Professor

Antonio de Lahiguera to Professor

Retirements: Orrie William Long—33 years of service

Wilson College, Chambersburg, Pennsylvania. Department of French.

Promotions: Ella B. Dohrman to Assistant Professor

University of Wisconsin, Madison, Wisconsin. Departments of French and Italian and Spanish and Portuguese.

Leave of Absence: A. Galpin—Assistant Professor—Italy (second semester 1951–1952)

Promotions: Mack H. Singleton to Professor

Everett W. Hesse to Associate Professor

Return from Leave: C. D. Zdanowicz—Professor—from France

Wittenberg College, Springfield, Ohio. Department of Romance Languages.

Leave of Absence: Ruth Cowdrick—to care for her sick father

Wofford College, Spartanburg, South Carolina

Deaths: Jas. A. Chiles—June 10, 1951

College of Wooster, Wooster, Ohio. Department of German.

Leave of Absence: W. I. Schreiber—Research and Lecturing in Germany

Promotions: Dorothea Schmeltzer to Lecturer and Acting Head of Department

Resignations: Richard Vayhinger—complete Ph.D. at Ohio State University

University of Wyoming, Laramie, Wyoming. Department of Modern and Classical Languages.

Promotions: Werner A. Mueller to Associate Professor

Yale University, New Haven, Connecticut. Department of French.

Leave of Absence: Kenneth Douglas—Research

Promotions: Andrew Morehouse to Professor

Georges May to Associate Professor

Resignations: Jean Callignon—Assistant Professor—to Cornell

Meetings

Central States Modern Language Teachers Association

The thirty-fourth annual meeting was held at the Hotel Sherman in Chicago on May 4-5, 1951. Dr. Elfriede Ackermann and Miss Jane Cove were co-chairmen of the local committee; Prof. Ernest Willner was chairman of the exhibits committee; and Miss Hazel Vardaman and Miss Virginia Dunham were in charge of the subscriptions desk. The Executive Council met on Thursday evening and again on Friday morning. The theme of the meeting was "The Gift of Tongues."

Prof. Elton Hocking of Purdue University, Chairman of the Teacher Training Section, aided by Miss LaVelle Rosselot of Otterbein College, secretary, arranged an expanded program for the section on Teacher Training.

At 2:00 P.M. Friday May 4th, a general session was convened, Prof. Hocking presiding, which was attended by about 160 persons. The administration of Chicago high schools had cooperated by releasing language teachers who wished to attend. The meeting was addressed by Colonel Leon Dostert, Director of the Institute of Foreign Languages and Linguistics of the School of Foreign Service, Georgetown University, on the subject "New Tools for Old Hands."

At 3:00 P.M. three discussion groups met to consider the central topic, "The Training of Prospective Teachers." The leader of the college teachers group (attendance 60) was Prof. Hocking; the leader of the high school teachers group (attendance 90) was Miss Laura Johnson of the University of Wisconsin High School; the leaders of the elementary teachers group (attendance 10) were Prof. Einar Ryden of Purdue University and Mr. A. Riley Gaskill, Principal of Morton Elementary School, West Lafayette, Indiana.

The annual Friday evening banquet was attended by 99 persons; President Harry H. Josselson of Wayne University presided. Greetings from the Chicago school system were presented by Dr. John Bell, Superintendent of District No. 1. Greetings from AATSEEL were presented by its president, Dr. Arthur Coleman, president of Alliance College, Cambridge Springs, Pa., who expressed the gratification of his Association that a teacher of the Slavic languages held the presidency of CSMLTA. Dr. Coleman introduced Prof. Josselson, who gave the presidential address on the topic, "Language Is Still with Us." The banquet address was delivered by Dr. Lorna Lavery Stafford, Dean of Graduate Studies of Mexico City College, on the topic, "Design for Foreign Study."

After-banquet entertainment was in the form of foreign-language films in a program arranged by Dr. Milton L. Shane. The three divisions of films in French, in Spanish, and in German and Russian were presented by courtesy of Brandon Films, Clasa-Mohme, Encyclopaedia Britannica Films, and International Film Bureau.

At the 9:15 A.M. general session on Saturday May 5th, Pres. Josselson presiding, the principal address of the meeting was delivered by Prof. Kenneth Pike, University of Michigan and Summer Institute of Linguistics of Norman, Oklahoma, on the topic, "Shades of Meaning in Learning a Second Language."

The business session was called to order by Pres. Josselson at 10:30 A.M. The president reported briefly on the activities of his office. The report of the secretary-treasurer was supplemented by reports from Advertising Manager Shane and from Subscription Manager Morehead. Twenty-six advertisements were purchased in the program and eighteen firms bought exhibit space at the meeting. On April 28, 1951 there were 958 paid-up subscribers

to the *Modern Language Journal* in the 16-state territory of CSMLTA, as against 1055 on Dec. 31, 1950, but there were 222 former members in arrears at the time of the meeting. Strictly speaking the number of persons in arrears should be called 42 less, since that number had paid to May 1951, but these persons must pay before receiving more issues. Of the 958 subscribers, 768 were paid-up members in CSMLTA; the two largest memberships were in Illinois (213) and in Ohio (163). On a motion by Purin (seconded by Kirsner) the report was adopted.

The Committee on Resolutions (Laura B. Johnson, *Chairman*, and Gilbert Kettelkamp of University of Illinois, member) presented resolutions thanking the local committees, the hotel management, the firms which lent films and individuals who had contributed to the success of the meeting. The last item read: "The CSMLTA wishes to go on record endorsing the introduction of modern languages in the elementary schools."

After motion for adoption by Mr. Shane (seconded by Mr. Pitcher), discussion followed. Mr. Röseler asked how we can get foreign languages into the grades. Miss Preston argued for general support of the movement. Mr. Purin urged that state legislatures be petitioned. Dr. Birkmaier reported a recent questionnaire that showed 97% of the parents (those concerned in the inquiry) in favor of such study for their children. Fotos believed that teachers should exert more pressure. The resolutions were adopted by unanimous vote.

The Auditing Committee (Prof. Charles D. Morehead, *Chairman*, Ethel Preston and Walter Stiefel, members) distributed a mimeographed copy of the official audit for the year 1950-51 which had been prepared by Lola Dickerson of the Student Auditing Division of Ohio State University. On motion by Morehead (seconded by del Toro) the report was adopted.

The secretary-treasurer then read the following amendments to the Constitution which had been duly published in the *Modern Language Journal* and also in the official program:

"Change Article IV (Officers) to read a. The officers of the Association shall be a President and two Vice-Presidents—each elected for a term of two years, a Secretary, a Treasurer, and two Delegates—each elected for a term of four years, and two Alternate Delegates—each elected for a term of two years.

"Change Part b. from 'The Secretary-Treasurer and the three Delegates' to read: 'The Secretary, the Treasurer, and the two Delegates . . . ' (shall represent the Association as delegates to the Executive Committee of the Nat. Fed. of M.L.T. Associations).

"Change Article V (members of the Executive Council) from: ' . . . four officers and five Delegates and Alternate Delegates' to read: ' . . . five officers and the four Delegates and Alternate Delegates.'

"Change Article VI (Fiscal Year) from 'The Secretary-Treasurer' to read: 'The Treasurer shall provide funds . . . '

On motion by Tharp (seconded by Shane) the amendments to the Constitution were adopted without dissenting vote.

The following amendments, designed to implement the above constitutional changes from a single office of secretary-treasurer to separate offices of secretary and treasurer, were read:

"Change Bylaw 5a (Duties of Officers) to read: 'The officers of the Association shall perform the duties usually connected with their respective offices. The Secretary shall keep the records of the Association, keep minutes of all meetings, carry on necessary correspondence, organize—in consultation with the president—all meetings, publish and distribute programs of meetings, and perform other duties as directed by the Executive Council. The Treasurer shall manage the collection of subscription payments and membership dues and keep records of the same, circularize prospective new members, keep financial records, and perform other duties as directed by the Executive Council.'

"Change Bylaw 7, Par. 2 (National Federation) to read: 'In order to provide continuity

of representation, the term of one Delegate shall run concurrently with that of the Secretary. The Secretary and the Treasurer serve ex-officio as two Delegates. The terms of the Treasurer and of one Delegate shall begin at the mid-point of the term of the Secretary and the other Delegate.'

"Change from 'Secretary-Treasurer' to 'Secretary' in: Bylaw 2, Par. 1 (issue charters of affiliation to state associations); Bylaw 5b (receive program copy); Bylaw 7, Par. 4 (receive notice of expected absence of a Delegate); and Bylaw 9c (receive names of newly elected section officers).

"Change from 'Secretary-Treasurer' to 'Treasurer' in: Bylaw 2, Par. 2 (direct payments of subscriptions and dues); and Bylaw 6 (Keep financial records; pay bills; etc.)

"ENABLING CLAUSE: These amendments shall go into effect with the election of a Treasurer at the 1952 annual meeting from candidates proposed for the purpose by the Nominating Committee, said Treasurer to take office on September 1, 1952."

Tharp moved (seconded by Johnson) that the amendments be adopted. There followed considerable discussion. Finally it was moved and seconded that the amendments to the bylaws be laid on the table. Dr. Robert Kirsner, chairman of a tellers committee, reported the vote as 16 for the motion and 21 against; so the motion was lost. On the original motion to adopt the amendments, the vote was reported as 23 for the motion and 19 against. The amendments were declared adopted.

The secretary-treasurer read the following amendment to Bylaw 3a, which would repeal the amendment adopted in 1948 at Chicago (which provided that the Nominating Committee consist of the last three Past-Presidents) and which would revert to the original provision of the 1946 revision of the constitution and bylaws: "Within three months after assuming office, the president will appoint a Nominating Committee of three persons who have been officers or delegates but are not active at the time." After motion for adoption by Tharp (seconded by Shane) discussion was called for. Dr. Elfriede Ackermann reported at some length her difficulties as chairman of the 1950 Nominating Committee and supported the motion. It was voted unanimously.

The secretary-treasurer reported other actions of the Executive Council: (1) that Prof. Fred Fehling had been elected by the Executive Council (as provided by Bylaw 3d) to be Delegate to the National Federation for the term 1952-54 to fill the vacancy created by the resignation of Samuel Will who had been named to the position by the 1950 election; (2) that a standing "Committee on Association Activities" be appointed to receive suggestions and to initiate projects for the betterment of the Association and to increase its value to classroom teachers (Pres. Josselson had appointed Dr. Ackermann to be chairman and Prof. Fred Fehling and Dorothy Sprague to be members); (3) that the council had chosen St. Louis for its meeting on May 2-3, 1952 (the Hotel Statler has been named headquarters and will receive early reservations); (4) that the theme of the 1952 meeting will be: "America's Need of Languages in World Leadership."

A motion to adjourn was seconded and adjournment followed. After the meeting broke up several members, who had expected to raise other matters under new business, objected to the adjournment. Pres. Josselson expressed regret that adjournment had come too soon and offered to arrange that the matters in question be treated by correspondence with a prospect of handling the problems at the next meeting, giving assurance that no intervening action by the Executive Council would contravene the intended proposals of the members.

At 12:30 P.M. 172 luncheons were served in five divisions:

French (65 present), Alphonse Roche, Northwestern University, presiding: "Bimillénaire de Paris," Mme Marie Antoinette Martin, University of Chicago Laboratory School. *German* (75 present), George Metcalf, University of Chicago, presiding: violin music by Gunther Weiss, exchange student from Coburg, Germany. *Italian* (16 present), Paul F. Bosco, University of Notre Dame, presiding: recordings of operatic airs in Italian. *Slavic* (9 present), Mrs. F. Sobotka, University of Illinois, presiding. *Spanish-Portuguese* (42 present), Luis

Leal, University of Chicago, presiding: "Pan-Americana," program directed by Miss Stella Dubow, Tuley High School, Chicago.

Each luncheon merged into a program session from 2 to 4 and the following papers were read:

FRENCH. (80 present) Chairman: Walter Meiden, Ohio State University; Vice-Chairman: Ethel LaVelle, North High School, Columbus, Ohio; Secretary: Olga Peters, Indiana State Teachers College.

1. "A Language Program for a School of Science," Earl Randall, Purdue University.
2. "Bricks Without Straw—the Language Laboratory," Walter Stiefel, University of Tennessee.
3. "Can High School Pupils Learn to Think in French?" Edward Allen, University School, Ohio State University.

GERMAN. (75 present) Chairman: Raymond Spahn, American College Bureau, Chicago; Secretary: Louise Reiter, Shortridge High School, Indianapolis.

1. "The Purposes and Functions of the Carl Schurz Memorial Foundation," Fritz Richter, Illinois Institute of Technology.
2. "High School German—Survival or Oblivion," Mathilda Steckelburg, Western Michigan College, Kalamazoo.
3. Die wunderbare, universelle Weisheit in Goethes Faust, unseren Zeitgenossen als unerschöpfliche Quelle der Belehrung empfohlen," Felix Sharton, Westminster College, Fulton, Missouri.

ITALIAN. (21 present) Chairman: Paul Bosco, Notre Dame University; Secretary: Joseph Cinquino, Wells High School, Chicago.

1. "The Role of an Italian Short Story in the Elaboration of a Dramatic Masterpiece of the Spanish Golden Age," Joseph G. Fucilla, Northwestern University.
2. "Elio Vittorini and his Novels," Arthur W. Sirianni, Michigan State College.
3. "New Thoughts in Traditional Forms: Chénier, Foscolo, Holderlin," Luigi Cognasso, Ohio State University.
4. "Ugo Foscolo e Montaigne," Elio Gianturco, formerly of the Library of Congress and University of Chicago.

SLAVIC. (24 present) Chairman: Nicholas Bakalanoff, Battelle Memorial Institute, Columbus, Ohio; Secretary: Frances Sobotka, University of Illinois.

1. "In Memory of V. Korolenko," M. Ginsburg, Indiana University.
2. "Conveying of Meaning," Lila Pargment, University of Michigan.
3. "Women in Soviet Fiction," Mrs. X. Gasiorowski, University of Wisconsin.
4. "Lermantov's Mtsyri," Joseph T. Shaw, Indiana University.
5. "Marr's Linguistic Theory," R. Small-Stotsky, Marquette Univ.

SPANISH-PORTUGUESE. (81 present) Chairman: Walter Stiefel, University of Tennessee; Vice-Chairman: Arthur Evans, Lambuth College, Jackson, Tennessee; Secretary: Leona Glenn, West H. S., Columbus, Ohio.

1. "Determining the Readability of Spanish," Seth Spaulding, Ohio State University.
2. "Some Aspects of Galdosian Psychology," John P. Netherton, University of Chicago.
3. "Reasonable Expectations," Gladys A. King, Elkhart, Indiana, High School.
4. "The Spanish Program at Mexico City College," Lorna Lavery Stafford, Mexico City College.

The following section officers were elected for 1952:

French

Chairman: Leonora Tomlinson, Illinois College, Jacksonville
Secretary: Alexander Kroff, University of Wisconsin, Madison

German

Chairman: Prof. Fred Fehling, University of Iowa, Iowa City
Secretary: Miss Ruth Koerber, Denison University, Granville, Ohio

Italian

Chairman: Luigi Cognasso, Ohio State University
Secretary: Arthur Sirianni, Michigan State College, E. Lansing

Slavic

Chairman: Mrs. X. Gasiorowski, University of Wisconsin, Madison
 Vice-Chairman: A. Hanfman, Kenyon College, Gambier, Ohio
 Secretary: Mrs. Frances Sobotka, University of Illinois

Spanish-Portuguese

Chairman: Agapito Rey, Indiana University
 Secretary: Mrs. Helen Eisler, New Trier H.S., Winnetka, Illinois

Teacher Training

Chairman: Elton Hocking, Purdue University
 Secretary: LaVelle Rosselot, Otterbein College

Respectfully submitted,
 JAMES B. THARP
 Secretary-Treasurer

New York State Teachers Association—Western Zone

The One Hundred Sixth Annual Meeting of the New York State Teachers Association, Western Zone, convened in Buffalo, October 26, 1951, to discuss a number of problems in the various disciplines of education. The Modern and Classical Languages division met at Hutchinson-Central High School, first, independently in language section, such as Classics, French, German, Spanish, and later in a general body together. The participants of the afternoon language programs were as follows: *Classics*, Eugene E. Hogan, Grover Cleveland High School, Buffalo, Chairman. Vice-Chairman, Margaret M. Widmer. Address: "The Celtic Heritage; from Catullus to Pangur Ban," by Charles A. Brady, Professor of English, Canisius College, Buffalo.

French: Chairman, Eleanor R. Gale, Griffith Institute, Springville; Vice-Chairman, Helen W. Burrell, University of Buffalo; Secretary, Fidelia A. Warburton, Hamburg High School. Address: "La France (1950-1951)," by C. J. Beyer, head of the department of romance languages, University of Buffalo. Panel discussion: "Foreign Languages for Living," and "Problems and Methods of Adjustment in French Courses," leader, Julian Park, University of Buffalo. Panel members: C. J. Beyer; Ernest P. Kionke, supervisor of foreign languages, Buffalo; Evelyn A. Stutts, Fosdick-Masten Park High School, Buffalo.

German: Chairman, J. Alan Pfeffer, University of Buffalo. Vice-Chairman, Mary Jauch, Buffalo Seminary. Secretary, Hubert E. Wilkens, Amherst Central High School, Snyder. Panel Discussion: "German for Living." Chairman, Frederick Lehnert, Hobart College, Geneva, New York. Panel Members: Hubert E. Wilkens; John J. Kager, Canisius High School, Buffalo; Irving K. Karp, Lockport High School.

Spanish: Chairman, Sarah M. LaDuca, Kenmore Junior High School. Vice-Chairman, Eleanor Heuser, Amherst Central High School, Snyder. Panel Discussion: "Spanish Language for Living." Chairman, Manuel H. Guerra, State College for Teachers, Buffalo; Panel members: Prof. Olga Ferrer, University of Buffalo; Ernestina Planas, teacher, lecturer, business-woman; Mr. Thomas B. Nickson, North Park Junior High School, Lockport, New York.

The joint meeting of the various language groups was headed by J. Alan Pfeffer, Chairman, and Mr. Albert Sutter, Nichols School, Vice-Chairman. Miss Florence D. Smith, South Park High School, Buffalo, was Secretary. The combined Modern and Classical language group enjoyed an address by Mr. Leon E. Dostert, director, Institute of Languages and Linguistics, Georgetown University, Washington, D. C., entitled "Languages in Our World." The essence of Mr. Dostert's address maintained an optimistic outlook for the future of language teaching in America. Mr. Roy E. Mosher, supervisor of Modern Languages, State Education Department, added a few brief remarks and greetings.

New York State Federation of Foreign Language Teachers

The annual meeting of the New York State Federation of Foreign Language Teachers was held in Draper Hall Auditorium of Albany State College for Teachers October 20, 1951. About 150 members were present when the meeting was called to order by President J. Alan Pfeffer at 10 A.M. It was the first meeting since the constitution was changed to include teachers of Latin as well as teachers of modern languages.

During a brief business session, President Pfeffer suggested the appointment of Mr. A. Harold Bagg, Chairman of the Department of Languages, West High School, Rochester, as a substitute for Mr. Charles N. Clark, 2nd Vice-President, who is in Europe. He also announced the resignation of Father Marnon as director and the appointment of Mr. Eugene E. Hogan of the Classics Department of Grover Cleveland High School, Buffalo, as a substitute. Both appointments were accepted by the members. It was also voted to divide the duties of secretary-treasurer, Professor Gordon R. Silber, who is in Europe for the year, between Professor Marie Davis of Skidmore College and Professor S. Paul Jones of Union College. Professor Davis will act as secretary and Professor Jones as treasurer. This arrangement is made for the remainder of Professor Silber's term of office which expires in October 1952.

Professor Albert Scholz of Syracuse University made a preliminary report of the Committee on University Scholarships and Regents Scholarship Examinations.

President Pfeffer made a preliminary report for the Committee on Prize Contests headed by Professor Harold Lenz of Queens College.

A panel discussion on the topic, *Languages and the Readjustment Program* followed. Those taking part were:

Dr. Evan R. Collins, President, Albany State College for Teachers, Chairman

Mr. Joseph Manch, Director of Guidance, Buffalo Public Schools

Dr. Harry J. Linton, Superintendent, Schenectady Public Schools

Miss Lucy A. Massey, Teacher of French, Bronxville High School

Mrs. David C. Prince, Board of Education, Schenectady

Mr. Harry W. Golding, Director of Guidance, Department of Public Instruction, Hudson

A lively discussion by members followed the presentation of widely different viewpoints.

Professor Hayward Keniston, of the University of Michigan, gave the principal address of the day on the subject, *Foreign Languages—Key to International Understanding*. It was a rare treat for those present to hear this stimulating speech by one of America's distinguished teachers in the modern language field.

The next meeting will be held in Rochester in October 1952 in conjunction with the meeting of the Central Western Zone of the New York State Teachers Association. Details will be announced later.

Luncheon was served in Brubacher Hall. Greetings from the State Education Department were extended by Mr. Roy E. Mosher, State Supervisor of Modern Languages. Mrs. Herrick, also of the State Education Department, who was to speak was prevented by illness from attending.

Afternoon meetings of the Albany area chapters of the various language associations were held later.

Arrangements for the Albany meeting were in the hands of a committee consisting of:

Mr. Glenn Davis, Supervisor of Languages, Albany Public Schools, Chairman

Mr. James Colton, Albany Academy

Miss Helen Ott, Albany High School

Sister Vincent Gregory, Catholic Central High School, Troy

The Program Committee consisted of:

Professor Marie Davis, Skidmore College, Chairman

Professor J. Wesley Childers, Albany State College for Teachers

Professor J. Alan Pfeffer, University of Buffalo

S. PAUL JONES

Kentucky Conference of Foreign Language Teachers

A fall session of high school and college foreign language teachers took place in connection with the annual meeting of the Kentucky Association of Colleges and Secondary Schools on October 28, 1950, at the University of Kentucky. Under the planning and guidance of Dr. Skiles a series of papers was read on the central theme: *Interpreting Language Education*. Professor Angiolillo of the University of Louisville, who delivered the key-note address on the topic *The Meaning of Language Education*, emphasized the importance of the humanities in modern day life. He stated that language education should help the student: (1) to acquire a certain skill in the foreign language for professional pursuits; (2) to understand the nature of language; (3) to feel at home in the literature of the foreign culture. Professor Angiolillo deplored a certain lack of patience with intangibles in our age of objective standardized tests. There is too much concession to the immediate demands of the moment. Who can predict the future in an age of stress and strain? If we only "adjust" our students to the current scene, they might be helpless in a crisis when only ultimate values can guide them. Professor Angiolillo, as well as others who followed, spoke of the importance of stressing equally all four fields of language instruction: hearing, speaking, reading, and writing. Foreign language instructors, despite much public protest and adverse criticism, should not de-emphasize any one of these fields at the expense of another.

After Professor Angiolillo's address there followed a series of papers on language education as related to other fields from the elementary grades on through college. Miss May K. Duncan, Professor of Education of the University of Kentucky, spoke about *Language Education in the Elementary School*. She believes that the faculties of listening, speaking, reading, and writing should be developed. The ability of listening and the "love of reading" she called "treasures of life." Miss Vivian C. Moore, assistant principal and instructor in English and Latin, Bald Knob High School, offered the benefits of her experience in the methods of arranging speech clubs, etc. She suggested that students should be trained as salesmen for language study. Practically-minded they ask: "What will it help me attain?" As to *Correlation with Other Fields*, Miss Margaret Rowbotham, instructor in French and Spanish, Lafayette High School in Lexington, gave the "secondary school point of view": e.g., French teachers can cooperate with history teachers in dramatizing the French Revolution and in discussing French great names and geographical terms. The Spanish teacher dancing a tango and the French teacher cooking a French menu are cooperating with physical education and home economics classes respectively.

The Reverend Alfred Horrigan, President of Bellarmine College, correlated the study of foreign languages with other college subjects. He emphasized that the richness of human life and experience as reflected in the humanities should be studied by all college students. He pointed out that in the age of newspaper reporting, air traffic, radio, and television, we should have more contact with other nations than ever before; but we actually know less of each other. Language ignorance is a "blind spot" of today's education. Linguists are emissaries of international understanding. Miss Mary Wood Brown, instructor in Latin, and Ethel Congleton, instructor in French, Henry Clay High School, talked on *Language Interpretation through Extra-Curricular Activities*. In a classics club the gods can speak Latin and at a banquet boys and girls can recline in the Roman way, eating old Roman food with their fingers and offering libations. French and Spanish songs and plays enliven modern language classes. Pen pals can become life-long friends.

The last part of the conference interpreted language study from the viewpoint of: a) the Humanist, b) the Social Scientist, c) the Scientist, and d) the Librarian. Dr. Hegeman, Professor of German at the University of Kentucky, found in his Humanities courses that translations can not quite convey the exact flavor of the original. Prose is supposed to be most easily translatable, but in many fields, such as philosophy, emotional connotations of an abstract concept may be lost in translation. In epic, and especially in lyric poetry, only the language of the original, through symbolic sound associations, can convey the spirit of the

creative genius. In most smaller colleges, of course, language study on an elementary level is predominant. In the first semester of a foreign language course we absorb what a native child learns from his third to his eighth year. In the second semester we should run up to his fourteenth year. Thus we grow up, as it were, and develop a second childhood in the soil of a foreign culture which we assimilate.

Professor Enno Kraehe, Associate Professor of History in the University of Kentucky, stressed that numerous fundamental works on history have been published in foreign languages. Leaders like Ranke and Comte alone would make German and French necessary for historians and sociologists. Professor Kraehe regretted that so many research articles, which have appeared in American learned journals and written by American specialists, have already been exhaustively treated by foreign scholars; a lack of knowledge of foreign languages by our own experts has caused this needless repetition.

Professor Webb, head of the Department of Anthropology and Physics of the University of Kentucky, deplored the fact that many good physicists do not even know their own language. "The reason many of our scientific works are so obscure to the writer and to the reader is that both do not know English." But the cause of these shortcomings is simply lack of time. Science is becoming more and more specialized, and the scientist must sometimes choose between knowing his physical universe or knowing the humanities. Within languages, if he has the choice between a broader vocabulary or grammar (especially in recognizing sentence structure), he must stress grammar. For even if a student can look up all the words of a scientific article, he may not understand the syntax: whether it deals with an assumption, or with an established fact.

Dr. Thornton Scott of the city of Lexington spoke on the necessity of medical specialists' studying the humanities as conveyed in the various foreign literatures, a necessary pursuit to round out their own intellectual life. If a physician can enrich his professional experience from the wisdom of Plato and Shakespeare, he can treat the whole human being and not only one part of the body. Our colleges progressively resemble trade schools: there is less and less difference between education and training.

Lawrence Thompson, Director of Libraries at the University of Kentucky, emphasized that the librarian must know a few basic languages and be able to use dictionaries and grammars to translate titles in even the most exotic dialects. Without a knowledge of foreign languages the American librarian must give up reading three out of four books published each year.

After a banquet under the auspices of the French Club, Professor Beers, head of the Department of Rural Sociology, showed his own color slide collection of modern Greece. Professor Beers compared ancient civilizations in Greece with the present one.

Miss Betty Eilertsen, Assistant Professor of Romance Languages at the University of Kentucky, talked about opportunities for the study of French in Canada. The meeting ended in a lively discussion on reasons why the number of foreign language summer schools under the auspices of United States colleges and universities is so small in French Canada and the Spanish so large in Mexico. The number of instructors attending the meeting amounted to seventy-two.

CHARLES E. PAUCK

Berea College

Reviews

LEBÈGUE, R., *Ronsard. L'homme et l'œuvre*. Boivin, Paris, 1950. Pp. 173.

Si le remarquable auteur, qui nous a donné d'excellents travaux sur le théâtre en France au XVI^e siècle, 'a décidé d'écrire à son tour sur le grand Vendômois, 'c'est, nous dit-il, 'pour attirer l'attention sur toutes les œuvres poétiques de Ronsard.' En fait, le *Ronsard* de R. Lebègue prend sa place dans la collection qui s'intitulait LE LIVRE DE L'ETUDIANT et qui s'appelle maintenant CONNAISSANCE DES LETTRES. Pourquoi ce changement de titre? R. Jasinski qui dirige cette collection annonce qu'elle s'adresse maintenant à un public plus nombreux que celui auquel elle avait d'abord été destinée. Les libraires ont été alertés, précise Jasinski: ce ne sont plus seulement les universitaires qui liront les livres de cette collection, mais le grand public aussi. N'a-t-il pas fallu faire des concessions à ce public? Les événements de la vie de Ronsard ne sont-ils pas racontés avec plus de complaisance qu'ils ne l'auraient été pour ceux qui s'intéressent plus à l'auteur qu'à l'homme? Et les titres¹ mêmes des chapitres du livre de Lebègue sur Ronsard ne doivent-ils rien à l'intention qu'a l'éditeur d'attirer un public qui ne lit guère sans qu'on l'invite ou qu'on l'allèche? Sur la vie de Ronsard, on sait peu de chose. Discutant la date de naissance de Ronsard, Sainte-Beuve² avait dit: 'Ce qui fixerait tout, ce serait de vérifier si c'était en 1524 ou en 1525 que le 11 septembre tombait un samedi. . .'. Or, d'après la première édition du *Discours* de Binet, Ronsard serait né 'un Samedi sixiesme de Septembre,' tandis que la troisième édition de l'ouvrage de Binet offre la variante suivante: 'un Samedi XI de Septembre l'an 1524. Auquel jour le Roy François premier fut prins devant Pavie.' Rappelons que la bataille de Pavie eut lieu le 24 février 1525 (n.s.), tandis que le 11 septembre tombait un dimanche en 1524, et un lundi en 1525. C'est, d'autre part, en 1522 que le six septembre était un samedi. On a proposé une solution ingénieuse: ce serait pendant la nuit du samedi 10 au dimanche 11 septembre 1524 que Ronsard serait né, à minuit, a-t-on même, parfois, précisé. Maurice Allen³ a été jusqu'à faire des recherches pour se convaincre qu'il y avait un plus grand nombre de naissances pendant la nuit que pendant le jour. Il y a bien un acte notarié qui paraît confirmer la date de 1522, mais R. Lebègue apporte un autre argument: 'Se rappeler que Charles de Lorraine, condisciple de Ronsard au collège de Navarre, est né en 1525.' Les deux camarades auraient eu à peu près le même âge. Mais ne se peut-il pas que Ronsard ait été moins bien préparé que les autres élèves de sa classe et en retard sur eux? En 1526, le père de Ronsard avait accompagné à Madrid les fils de François I^{er} qui ne revinrent en France qu'en juillet 1530. C'est à neuf ans, nous dit Ronsard, qu'il fut envoyé au collège. Si nous adoptions la date de 1522 comme étant celle de la naissance de Pierre, ce serait en 1530-1531 qu'à son retour de Madrid, Louis de Ronsard aurait envoyé son fils au collège, où celui-ci demeura 'un demi an' et en sortit 'sans rien profiter.' L'argument qui consiste à invoquer la date de naissance de Charles de Lorraine ne me paraît donc pas très convaincant, et j'avoue que la date du 6 septembre 1522 me semble la plus probable de toutes celles qu'on a proposées.

¹ Un titre médiéval et épique: 'Les enfances Ronsard'; puis un titre allemand et romantique: 'Sturm und Drang'; puis, comme les feuillets roses du *Nouveau Petit Larousse* rappellent que Virgile avait dit *Paulo majora canamus*, voici un titre érudit: 'Paulo minora canamus'; G. Cohen avait souligné le synchronisme des *Continuations des Amours* et des *Hymnes* en employant un terme verlainien, Lebègue a aussi 'Parallèlement,' relevé de l'explication: 'Calliope et Marie'; puis, pour désigner la période où Ronsard, bien pourvu de bénéfices, écrit des œuvres de circonstance, le titre tout moderne: 'Le poète engagé.' Est-ce que la préoccupation des rapprochements piquants ne fausse pas la réalité historique?

² Cf. *Œuvres choisies de P. de Ronsard* . . . par Sainte-Beuve, nouv. éd. . . . par L. Moland (Paris, 1879), p. xiii, n. 1.

³ *Muse française*, 10 mars 1923, pp. 163-8.—Puis-je renvoyer à mon étude: 'La genèse d'une légende: la date de la naissance de Ronsard,' *Modern Philology*, XLVI (1948), 18-21?

Pouvons-nous signaler une correction à faire? Lebègue⁴ déclare (p. 36) que Marot 'donnait à ses tercets le schéma *ccd eed*, et à la variante *ccd ede*.' Villey⁵ avait dit que le recueil des *Amours* de 1552-3 avait soumis le sonnet 'à la règle d'après laquelle dans les tercets les rimes doivent présenter l'une des deux dispositions: *CCD, EED*, ou *CCD, EDE*...' et Villey ajoutait que ces deux types remontaient 'à Marot et à Saint-Gelais.' Or Chamard⁶ a déclaré; 'Chez Marot, les tercets sont invariablement construits d'après un type unique: *CCD-EED*.' Pour Hauvette,⁷ Marot 'préféra... soit *ccd eed*, soit *ccd cee*...' En fait, les tercets des six sonnets⁸ de Marot qui traduisent six sonnets de Pétrarque sont construits sur le schéma *ccd, eed*, et un des sonnets originaux de Marot correspond à l'arrangement *ccd, ccd*.

Disons enfin que nous sommes heureux que R. Lebègue parle (p. 152) de 'la chanson populaire française qui transmettait oralement les thèmes célèbres: *il est jour, dit l'alouette*,—*allègez-moi, douce plaisant brunette*...' Laumonier s'était contenté de dire, à propos du vers 4 du sonnet XIV de Ronsard, que c'était, 'le text même, cité par Cl. Marot, ... d'une chanson médiévale,'⁹ Les critiques se bornaient à répéter 'chanson médiévale' alors qu'il s'agissait d'une chanson, dont l'origine est bien médiévale, mais qui, elle, semble dater de la fin du XV^e siècle et dont nous avons publié le texte, dès 1939, d'après une édition du *British Museum*. Quant à l'autre thème dont parle Lebègue, j'ai cité¹⁰ le texte de la chanson¹¹ à laquelle ce vers appartient, tandis que Laumonier avait imprimé *Il est jour, [ce] dit l'Alouette*, en ajoutant une syllabe pour que le vers de la chanson populaire ait le même nombre de syllabes que les vers de Ronsard. Le meilleur chapitre¹² de cet aimable petit livre, c'est le dernier. C'est là que Lebègue a excellé à parler du poète qu'était Ronsard et à décrire son art.

MARCEL FRANÇON

Harvard University

BYRNE, L. S. R. AND CHURCHILL, E. L., *A Comparative French Grammar*, with classified vocabularies. Basil Blackwell, Oxford, England, 1950, pp. xxi-515. Price 25/-net.

This is a very complete French grammar which is intended by its authors to offer an answer to any problem arising in the study of the French language. And well it may! The authors (one of them died before the final revision of the text) rightfully boast of a long teaching experience in the field of French—between them three-quarters of a century! As a result of this experience two characteristics are outstanding:

- 1) this grammar is the enormous aggregate of knowledge acquired through study, conversations with natives, trips abroad, etc. . . .
- 2) the authors, capitalizing on their schoolroom experience, have organized and tabulated, their knowledge; they have a striking way of stating rules, of clearing difficulties, helped in this task by a variety of examples used consistently to bring out essential points.

The book is not intended mainly to be a reference grammar, but to be used as a text in the classroom. It is divided into two parts:

⁴ Mais il a dit (p. 161): 'le schéma marotique *ccd eed* et aussi celui de Peletier *ccd ede*.'

⁵ *Pierre de Ronsard* (Paris, 1914), p. 96. .

⁶ *Histoire de la Pléiade* (Paris, 1939), I, 225, n. 6.

⁷ *Les poésies lyriques de Pétrarque* (Paris, 1931), p. 157.

⁸ Cf. Olmstead, *The sonnet in French Literature* (Ithaca, 1897) ne donne aucun sonnet de Mellin de Saint-Gelais du type *ccd ede*.—Marcel Françon, 'Vasquin Philieul, traducteur de Pétrarque,' *French Studies*, IV (1950), 216-226.

⁹ P. de Ronsard, *Œuvres complètes* (Paris, 1932), IV, 18, n. 2.

¹⁰ 'Ronsard et la poésie populaire,' *MLN* (1950), 55-7.

¹¹ Remarquons que Marcel Raymond imprime ce vers sans ajouter *ce* qui est vraiment inutile (cf. Ronsard *Poésies* [Lausanne, 1949], p. 133), ainsi, d'ailleurs, que dans le vers suivant qui appartient à la chanson populaire chantée par l'ivrogne que Ronsard met en scène. Notons qu'on n'a pas encore suffisamment étudié l'influence du folk-lore sur Ronsard (cf. A. van Gennep, *Manuel du folklore français contemporain* [Paris, 1943-49]).

¹² On s'étonne, pourtant, de lire, à la fin du livre, un chapitre sur Ronsard poète, alors que 'la destinée posthume de Ronsard' a fait l'objet d'un chapitre antérieur.

Part I, for students "in the early stages" of language learning,
 Part II, for all those who wish "to pursue their study further."

Each part is followed by several appendices mostly made of classified vocabularies.

Here are, at random, some features which, it seems, would be especially helpful to students:

- a) in the introduction, the authors explain clearly, with a minimum of words, such terms as: clause, subject, object, predicate, transitive verb, etc. . . .
- b) almost four pages are devoted to the translation of English tenses into French (Part I, pp. 94-97);
- c) the conjugation of verbs is treated with skill. There is very little chance left for students to become confused.
- d) careful and detailed attention is given to the gender of nouns.

In a book containing such a wealth of examples, it is not too surprising to find occasionally a sentence that sounds queer:

p. 17—Pourquoi tous ces blocs en béton? ce sont pour l'écluse qui est en réparation;
 p. 74—Combien de fois le voyez-vous en moyenne tous les huit jours?; p. 81—Le champ était de cent mètres en carré; p. 128—tant ils se sont montrés cruels qu'on finit par se lever; p. 171—j'ai monté ma montre; p. 183—menez-y-le; p. 162—un jour il était insensé de fureur, le lendemain . . . ; p. 160—à en croire au Figaro la guerre serait inévitable; p. 196—la famille dont on dit qu'on a volé hier soir la maison est en vacances; p. 199—il n'a rien de quoi se plaindre; p. 193—je vous ai lavé la chemise; p. 221— tous ceux qui vaillent quelque chose savent ça.

There are a few mistakes which will certainly disappear in a subsequent revised edition:

seau (bucket) spelled sceau: un sceau, des sceaux; p. 27, par. 48; vase (masculin) mud; (féminin) vase, p. 38, par. 67; accents missing: p. 161 2c.—Pourrais-je vous suggérer que c'est un imbécile; p. 180, par. 291—. . . et lui attribuait beaucoup de son succès; p. 187, b, iii—sont-elles fâchées?; p. 219—chacun à son goût; p. 243 (auprès) c—il trouvait cette perte légère; p. 244, par. 406—le respect de la vérité; p. 248, par. 412, 5—par conséquent (and also in the note at the bottom of the page: en consequence.)

At times, grammatical refinement and the vernacular are amusingly combined:

p. 58—vous êtes bête comme le dernier des imbéciles; p. 58—j'ai mangé autant que je peux; p. 136—ainsi la pauvre dame a fini (or: a-t-elle fini) par s'échapper; mais ça n'a tenu qu'à un fil; p. 181—c'est ici le beurre que le désire? Eh bien, j'en prends deux kilos; p. 185—moi, j'y vais, reste qui veuille; p. 73—d'ici à la Banque les trains vont tous les combien?

There are also a few points of etiquette and geography which seem inaccurate or at least dated, but the reviewer has been away from France for a long time and may be herself at variance with the common usage.

The English flavor of the book, far from being a handicap, will make it an added pleasure to study French grammar in the company of queens, rajas, Puritans, English horses, Marlborough and prince Eugène. And one will learn with profit the difference between Winston Churchill, l'écrivain, and Winston Churchill, l'homme d'état, p. 15.

American students will probably never memorize the names of all the birds, or the flowers and ferns, or the trees and shrubs, which make the topics of long appendices; but a stroll in an English garden while studying French grammar will be, no doubt, the happiest diversion.

MARION TAMIN

Western Michigan College

SCHWEITZER, ALBERT, *Leben und Denken*. Ed. Kurt Bergel. Henry Holt and Company, New York, 1949, pp. xviii+167. Price \$1.90.

The primary purpose of an elementary grammar or reader is to teach the German Language. The editor of this book has, admittedly, a further purpose: the presentation of a great personality. He claims in his preface that after the college student has mastered the elements of the language he "is sometimes given as reading material a nineteenth-century short story of questionable value or some 'entertaining' text which students among themselves will call

'corny' or 'childish'." He feels that there has been a "lack of reading material which is of definite educational and cultural value without being boring in content or too difficult in style and vocabulary. This book tries to fill this very gap."

The book is a number of selections from Schweitzer's works: *Zwischen Wasser und Urwald*, *Aus meiner Kindheit und Jugendzeit*, *Aus meinem Leben und Denken*, *Mitteilungen aus Lambarene*, and *Afrikanische Geschichten*. The passages are presented in chronological order and consist of anecdotes and reflections on life. They are unified by their relationship to Schweitzer's "great ethical personality," which Bergel presents in his introduction and conclusion, therefore parts of the book can be skipped or taken out of order if the teacher feels that he hasn't time to do the whole book or if he wants to use it for outside reading.

The sentence structure is, on the whole, simple; yet the German does not read as if it had been watered down for the elementary student. It has the flavor of a conversation with oneself about things remembered; and their nature and Schweitzer's feeling about them are mirrored in the vocabulary. One of his comments reads like this: "Der Ausdruck 'reif' auf den Menschen angewandt, war mir und ist mir noch immer etwas Unheimliches. Ich höre dabei die Worte Verarmung, Verkümmern, Abstumpfung als Dissonanzen mitverklingen. Was wir gewöhnlich als Reife an einem Menschen zu sehen bekommen, ist eine resignierte Vernunftigkeit." When he is descriptive he writes like this: "Wasser und Urwald . . . ! Wer vermochte diese Eindrücke wiederzugeben. Es ist uns, als ob wir träumten, Vorsintflutliche Landschaften, die wir als Phantasiezeichnungen irgendwo gesehen, werden lebendig. Man kann nicht unterscheiden, wo der Strom anhort und das Land anfängt." Bergel has listed all of the important words in the vocabulary with the translation of many difficult phrases listed under their key words. However, he has not done all the work for the students. In some cases they will have to fit the listed meaning to the context; a task which is good training and good fun. This text, I think is an excellent one. It is mature in thought and feeling, yet not above the capabilities of the third or fourth semester college student. Students will like it because it is a refreshing change from the reading material in most beginning German books; they like to be treated like adults. That does not mean, however, that this sort of text will ever replace such authors as Keller, Meyer, Storm, Keyserling, etc. This book is refreshing because it is an exception to the rule, and it will perform its function only if it remains so. As a steady diet, such material would cause "academic indigestion" and defeat its own purpose. Therefore, although Bergel's intent and his editing are excellent, I hope that he will not inspire more books of this kind. *Leben und Denken* is, and should remain, an exception.

HERBERT W. SMITH, JR.

University of Wisconsin

RICHARDSON, HENRY BRUSH, *Outline of French Grammar with Vocabularies*, revised edition. Appleton-Century-Crofts, Inc., New York, 1950, pp. vi+139. Price, \$1.90.

Formal grammar in the teaching of modern languages is strapped to a seat on the wheel of Fortune. Its position was gravely threatened when purely oral (*beau* direct) methods came back into vogue about ten years ago. In more recent years, however, even the authors of oral methods have restored grammar, more or less, in one way or another. Most teachers agree that whatever is done in the first approach, a systematic review of grammar is advisable at the intermediate stage. The chief danger is that formal grammar may occupy too large a place. To those who are loath to spend an undue amount of time on grammar review Professor Richardson's *Outline* is a godsend because it can be covered in fifteen hours. Furthermore, the exercises are so contrived that the book is "adaptable to any system of teaching" (page v).

There are fifteen short chapters, each complete in itself; for example, Articles, Partitive, Personal Pronouns, Possessives, Interrogation. Chapter 16 is a Summary of Verbs. The chapters are in outline form, and inflected forms are arranged in tables wherever possible. Not only

is the exposition perfectly clear but the examples are for the most part immediately useful. Professor Richardson has revised most of the lessons to a greater or lesser degree, and he has added lessons on interrogation, negation and the indefinites. These are the best chapters in the book.

All but a few of the lessons have the traditional English-to-French translation exercises. Oddly enough, there is not a single example of a normal partitive article in the translation exercise for Chapter 2 (Partitive). Suggestions are given for the manipulation of French examples provided in the exercises or of examples taken from any text the student happens to be reading. The student is also directed to compose original sentences illustrating the grammatical topics under study.

There are no typos worth mentioning. The single weakness of the book is the English-French vocabulary; dozens of words used in the exercises are omitted despite the promise of completeness made on page 104. Curiously, the English word *magazine* is translated by French *journal*.

We have used Professor Richardson's *Outline* and are continuing to use it. Its conciseness enables us to deal adequately with formal grammar in one-third of the available time (in a five quarter hour course) without any serious injury to our professional conscience.

HENRY L. ROBINSON

Baylor University

MACEOIN, GARY, *Cervantes*, The Bruce Publishing Company, Milwaukee, 1950. pp. 223. Price, \$2.25.

Even those teachers of Spanish who are not favored by being allowed to teach courses in *Cervantes* or *Don Quijote de la Mancha*, and the writer of this group, eagerly await the publication of any biography that is announced. We hope that maybe some new facts may be presented or at least a new and valuable approach to the understanding of *El manco de Lepanto* may be forthcoming. We are often disappointed to discover that nothing has been added, in either respect, to what the greatest biographer of them all, the late Rudolph Schevill, gave us several years ago.

This does not mean that we ought to discourage new attempts. We can still believe the very old saying *No hay libro por malo que sea que no tenga alguna cosa buena*. The above is written because we had read some rather adversely critical reviews of the above biography.

Let us quote, to begin with, from the publisher's blurb:

"... He (MacEoin) also presents all the background of Cervantes' sixteenth-century Spain with its intellectual and spiritual climate; the life in the cities and villages and along the countryside during Spain's Golden Age and throughout her decline."

We feel that the author has tried to do this and that, within the limits imposed, has done it rather well. Especially has he given us a clearer picture of the meaning of the value of such down-to-earth things as the *real*, the *ducat*, or the *maravedi* based on their purchasing power. We have found Mr. MacEoin's picture of Naples of the time of the battle of Lepanto interesting and even startling, at least for the amateur *Cervantista*.

Again let us quote: "He (MacEoin) sees in Cervantes a Spaniard of his time, proud to be a member of the race and nation which was defending the Church (here is meant the Roman Catholic Church, of course) from the infidel Turk and the heretic German."

Even remembering that this is a biography written by a faithful son of the Roman Catholic Church primarily for the members of that group who need a specially documented study of the great writer, we object to certain slants given to the discussion. We, personally, object to the feeling, even on the part of the most devout and loyal son of the church (the Roman Catholic Church) that Cervantes belongs to any one group. He, like Shakespeare and Goethe, belongs to the world and to the ages. We pick a few of the most objectional "slings and arrows."

(p. 81) "The principal effectiveness of an empire of this kind is not to bring the others to a state of vassalage but to co-ordinate and direct their strength against the infidel and to spread European culture to the entire world. Indeed he (the Emperor) for a time carried this

view to the extent of placing his own judgment above that of the pope, thus landing himself in the absurd position of leading Lutheran troops against the head of the Church and sacking the holy city of Christendom."

It must be remembered that the army that sacked Rome was a mixture of mercenaries (German Lutheran troops) and Spanish professional soldiers, who placed obedience to their emperor and Spanish pride in heroism, above religious scruples.

(p. 115) "The Inquisition's minions accordingly previewed each work written by Cervantes. We can assume they were as versed in Catholic teaching as Castro and that they were not less skilled in smelling out heterodoxy under whatever cloak it might shelter. Yet what do they unearth? Not a single line is erased by them from any of Cervantes' many writings during his lifetime. On the contrary they are full of praise for the author and for his work."

It is dangerous to use this kind of reasoning to prove that Cervantes eschewed any line that might be excised. Nor can we believe that the Church censors were infallible. Those of us who have read widely in Spanish literature would, otherwise, be puzzled at times to understand what the bases for excisions were.

(pp. 120-1) "... and it deals with its subject (though the author was a Jew) from the point of view of the true believer for whom God alone is worthy of all love because He alone is, as Aristotle had said, being, truth, and goodness: being when considered in Himself, truth as the object of the intellect, and goodness as the object of the will after having been apprehended by the intellect."

As a seeker after truth and one willing to live and let live, one is ready to object to the parenthetically inserted expression in the above quotation. Is not a Jew to be credited with a high concept of love, truth, God?

(p. 139) "... and Spanish cardinals of the most intense moment of the Catholic Reform did not look to immoral books for relaxation."

We should not for a minute suggest that all cardinals spent their time reading immoral books, but it is necessary to keep in mind two facts: a) the concept of immorality in literature changes constantly, and b) Cardinals are human, even today, and are able to read without imposing on themselves an index that might be considered necessary for the less favored, educationally.

In spite of the above objections to Mr. MacEoin's references to religious or rather spiritual matters, we do not object to a study of Cervantes' religious belief. In fact, it seems to this writer that several Ph.D. dissertations might be based on the influence of the Renaissance, the Protestant Reformation, Erasmus, the Bible, etc., on the writings of this great late *renaissance gentleman*. Did he know the famous translation of the *Songs of Solomon*? Was he acquainted with what a contemporary, Ciprano de Valera, was doing by way of translating the Bible to Spanish?

We ought to say, however, that Mr. MacEoin has realized that Cervantes, like any good Spanish Roman Catholic and other Roman Catholics to a lesser degree, can take issue with the church:

(pp. 192-3) "They have been amazed at his criticism, just as non-Catholics are so often amazed when they get close up to Catholics and find that, instead of the inhibition and unquestioning acceptance they had been taught to expect, the Catholics spend much of their time dissenting from views expressed by high ecclesiastics or high scientists or high politicians, that they insist on keeping as wide as possible the field of free discussion, whether the subject is theology or economics or sociology or just community affairs."

By far the most disagreeable phase of review writing is the pointing out of typographical errors. The author sees those as soon as his efforts are in *letras de molde*. Nevertheless it may be of some value to the publisher, who has the final responsibility for proof reading, to mention the most shocking of these:

Page 68, line 5 ought to read *sixteenth century*.

Page 79, *Nouvelle de clave* would better be *roman à clé*.

Page 145, *Pérez Galdós* ought to be written without the italics.

Page 151, line 25. It seems to us that the word *venerable* is unfortunate.

Page 159, line 2, the word *always* could better be *almost always*.

Page 189, change *1606* to *1616*.

The printing of the book could have been improved by the avoidance of "rivers of light" which occur too frequently.

In spite of the few objections this reviewer has listed, he hastens to say that the book does have many good points. Any library could well have this in addition to Dr. Schevill's standard work.

For the very busy man who cares to have a reviewer point out the best of the books' many good points, we shall end by saying that Chapter VI *The World's First Novel* alone is worth buying the book for.

JAMES O. SWAIN

University of Tennessee

BRENT, ALBERT AND ROBERT KIRSNER, *Cuentos españoles*. Edited with notes and vocabulary. New York, Henry Holt & Co., 1950, pp. vii+143 +lxiv. \$2.20.

Cuentos españoles contains fourteen stories of varying lengths by a number of Spain's best known authors. Emilia Pardo Bazán, Vicente Blasco Ibáñez, and Leopoldo Alas are each represented by two stories; Azorín, Antonio de Trueba, Seraffín and Joaquín Álvarez Quintero, Gabriel Miró, Pío Baroja, Juan Valera, Jacinto Octavio Picón and Miguel de Unamuno each contribute one. Since the selections are drawn from the works of so many writers, the anthology offers a great deal of variety of subject and style. With the exception of minor changes in "El sustituto" by Leopoldo Alas and in "El dragón del Patriarca" by Blasco Ibáñez, the stories, most of which have not previously appeared in textbooks, are unabridged. A series of questions on each story serves as a basis for oral exercise.

The editors indicate that the book is intended to be used at the intermediate level, that is, with students who have completed two years of Spanish in high school or one year in college. The strictly linguistic difficulties are well taken care of by footnotes and by short explanations in the vocabulary. There are some unexplained expressions and references which will not be at once clear to the student. For example, the word *salamandras* in "... y sin más palabras se arrojaron como salamandras en el enorme brasero" (p. 5) needs more explanation than a mere translation. Such omissions can, of course, be remedied by the teacher, and in any case there are few of them in the book.

The most serious objection to using these stories for intermediate students lies in the stories themselves. This is not to say that the selections lack literary merit; quite the contrary is true. But the fact remains that the majority of second year college students have insufficient linguistic background to perceive and appreciate the aesthetic values of such stories as Gabriel Miró's "La doncellona de oro," Miguel de Unamuno's "El espejo de la muerte" and Azorín's "La fiesta." The wisdom of including the Álvarez Quintero brothers' "Vida nueva," containing a great deal of dialogue in Andalusian dialect, may be questioned.

On the whole, it would seem advisable for a teacher to consider carefully the needs and abilities of his class before attempting to use *Cuentos españoles* as an intermediate text. Although many teachers will use this collection in the second semester of the second year, this reviewer believes it would be of more value in an advanced course where closer attention may be given to the literary worth of the stories.

DONALD G. CASTANEN

Northwestern University

NASON, MARSHALL RUTHERFORD, AND ROSALYN THELMA CAMPBELL, *Charlar Repasando*. New York, Oxford University Press, 1951. ix+359 pp.

The unusual title of this excellent book suggests its dual purpose. It is an intermediate conversation text which at the same time gives the student an adequate review of the fundamentals of Spanish grammar. Indeed, it may be used with profit as the basic text in the standard second-year course in colleges.

Each of the twenty-four lessons is divided into two parts: the first, a daily-life situation in Spanish, which serves as a model text, the second, in most of the book, a grammar-review section. Each part may be used independently of the other, and each has its own exercises.

Grammar review proper begins in Lesson 4 with a review of the numerals. Instead of sections on grammar, the first three lessons contain a systematic discussion of pronunciation and, happily—a feature long needed in our second-year texts—an explanation of basic intonation patterns. For the teacher using this book, a good way to begin the course—and utilize the sometimes wasted first hour—is to explain the intonation patterns of the declarative sentence as presented in Lesson 1. This never fails to fascinate the students. Moreover, it gives the instructor an opportunity to establish a spirit of good will and good humor in the group at the very beginning by illustrating what may happen to the meaning of an English sentence when the speaker's intonation deviates from the norm. An example of this will be found on page 12, and anyone can easily add others.

The situational material with which each chapter begins deals in a mature and humorous way with topics and experiences that readily lend themselves to class discussion. Each lesson contains a lengthy supplemental vocabulary, which need not be assigned *in toto*, but which furnishes the student with a useful and handy reference list of words about many topics: family relationships, food and drink, movies, university life, games, sports, student organizations, dancing, telephone communication, terms for the human body and medical terms, airplanes and air travel, hotels and taxis, monetary transactions, the city, traffic, entertainment, and many others. Word-study and word-building sections help to develop vocabulary recognition as well as its active use. The vocabulary throughout is practical and has been introduced on the basis of common sense and experience. The standard word counts have been largely disregarded, as they must be in the preparation of a conversational text.

One of the most remarkable features of the book is the varied and ingenious nature of the exercises. All the questions asked, while involving the vocabulary and subject of the model text, relate rather to the student's own experience. The exercises are a real stimulus to the learning process. They make use, provocatively, of what the authors rightly consider to be valuable psychological responses: "(1) the righteous indignation of the student when an erroneous answer is proposed and his consequent urge to set the record straight; (2) the contentiousness of the human being, which leads him to argue a point despite linguistic limitations; and (3) the free and easy atmosphere engendered by the comic situation." A dozen illustrations, not mere adornment, but useful teaching devices, are intended to evoke the same psychological reactions as the exercises.

This is a sound and attractive book which will be enjoyed by students and teachers alike, and which will contribute to many a lively class hour.

JOHN KENNETH LESLIE

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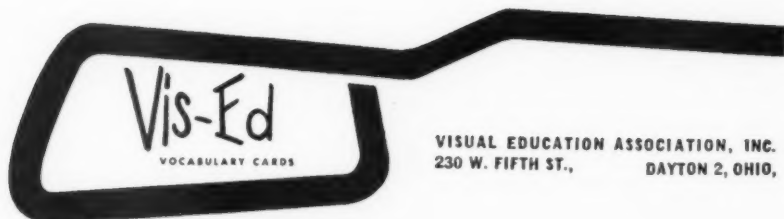
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